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A Handbook of

The Best Private Schools

Sargent's Handbook Series

In preparation

COLLEGES AND UNIVERSITIES

NEW ENGLAND

THE MIDDLE STATES

ROME

Sargent's Handbook Series

A Handbook of

THE BEST
PRIVATE SCHOOLS

OF THE UNITED STATES AND CANADA

An Annual Publication



PORTER E. SARGENT
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TO

THOSE PUBLIC-SPIRITED EDUCATORS

WHOSE CO-OPERATION HAS MADE POSSIBLE

THIS VOLUME

Publisher's Note

This is the first of a series of annual Handbooks on subjects relating to education and travel. It is expected that several new volumes will be published each year. Some of these are already approaching completion, others are in preparation, still more are projected.

The second edition of THE BEST PRIVATE SCHOOLS *will be published in April, 1916. The book will be entirely revised and many new chapters added. Hereafter there will be an annual review of the more important books of the year relating to secondary education; a review and appraisal of the previous year's advance and progress in the scientific aspects of education; brief obituary notices of schools and educators, and an educational calendar for the ensuing year. Other features will be added from time to time.*

On the basis of additional and more detailed information, the entire text of the book will be rewritten. The number of the schools treated in the text will probably be cut down, although a few may be added. Conforming to the ideals of the work, particulars of the school which can be found clearly stated in the catalogs or transferred to the tabular matter will be omitted in the text, while more intimate particulars of the school will be incorporated.

School authorities are requested to send without further notice catalogs, announcements, and other printed literature.

To school patrons the publisher gives assurance that definite facts and well validated opinions in regard to any school will be gratefully received in absolute confidence.

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THE BEST PRIVATE SCHOOLS

Editor's Foreword

This Handbook aims to be a guide to the best private schools of the country. It has been undertaken with the parent especially in mind, but it is hoped that it may be of value to school and college authorities and all others interested in the subject.

It has been the editor's purpose to present a comprehensive and composite view of the private school situation as it is today. No attempt has been made at completeness. The effort on the contrary has been to include only the best, drawing the line somewhat above the average. This has necessitated careful consideration, resulting in the omission of as great a number of schools as have been included.

It is believed that this Handbook is the first volume which attempts a critical and discriminating treatment of the private schools of the country. It is an endeavor to classify the schools on their merits,—at least a step, it is hoped, toward eventual standardization.

That some such step is desirable, many educators have long urged. For some time there has been a demand among public-spirited school men calling for public inspection of private secondary schools. William Holmes Davis of the Danville School, who has taken a foremost part in this, maintains, "The private boarding school is doing an inter-state business. For this reason Federal inspection is desirable. There will be no necessity for compulsory inspection. No school can afford to fail cordially to invite inspection. To fail to do so would hopelessly handicap it in its effort to interest patrons. The penalty for the failure to measure up to reasonable standards, such as may be determined by the Federal Bureau of Education, will be the inability of the school to enroll students." The day of such public inspection is, however, still distant.

In the introductory chapters, it is believed, characteristic and important features of the private schools are brought out which have not been heretofore accentuated. The chapters on the History of the Private School, on the Girls' Schools, and on the Summer Camp, contain matter not known to have been brought together elsewhere, involving a considerable amount of research and, in the latter case, collection of material by correspondence from many scattered sources.

In the critical account of the schools every effort has been made to avoid a personal view;—to present, rather, the consensus of the best available opinion. The material equipment and more

tangible features which the school could best state for itself have not been dwelt upon.

The sequence in which the schools appear has presented many difficulties and affords opportunity for criticism by captious readers. The Historic Schools include those established before 1850, and the Co-educational Schools are those in New England and the East generally which have remained true to the traditions of the earlier schools and academies for boys and girls

With respect to the geographical order it has seemed best, for various reasons, to commence each general division with the principal city therein, as in the case of Boston, in New England, or Chicago, in the North Central States, and thereafter to follow radiating lines to the other centers of the region.

In the Comparative Tables, schools of each classification arranged in geographical groups are compared on the same basis and in the same space. Much of the statistical matter there brought out is believed to be of significance, tending to show the stability of a school's patronage and its success in preparing not only for college examinations but for college life.

These tables will gain greatly in significance in future editions. It is hoped that it may be possible to show the average salary paid to instructors in each school and the percentage of income expended by each school on advertising. In the boarding schools it would be most interesting to be able to compare the *per diem per capita* expenditure for such items as food, instruction, advertising, etc.

But it has not been easy to gain such information as has been set forth in this book. The U. S. Commissioner of Education has noted the same difficulty in his reports. Some of the schools interpret the term "private school" as implying a privacy which rather runs counter to present currents of opinion. Other schools, with the best intention in the world, fail to see the value of such a work as this, and while not refusing to suggest correction of error in the manuscript submitted to them, none the less have done little toward supplying significant data until stirred to action by repeated effort.

The shortcomings of this little volume are probably far more apparent to the publisher than they will ever be to his most caustic critic. It is not possible to carry into effect all that has been planned for this first edition, and many features have been withheld of necessity for the 1916 edition. By that time the whole text will have been rewritten and contributions once more invited from every source that will assist in the more accurate characterization of each school. Numerous maps will be introduced on which each school of importance will be located, and the comparative tables will be elaborated.

For whatever of value this book may contain in its critical review of schools the editor and publisher must ascribe credit wholly to those schools and educators who, with true public spirit, have volunteered their assistance.

How This Book Was Written

The great need of an honest, well-proportioned account of the private schools of the country has been impressed upon the editor by contact with some hundreds of parents. Particularly during the past decade it has been his part to assist many fathers and mothers in solving the problem of just what should be done with their boy. The immediate problem facing most of these parents was how, without adequate means of guidance, to make choice of an appropriate school.

It seemed entirely possible to write a book without fear or favor which would give a general view of the private school situation, such as would be of assistance to parents interested in comparing the relative merits of schools. The determination was formed to attempt the task as soon as leisure from other duties permitted. The European War, in giving pause to the Travel School, has afforded the opportunity.

No one man could know personally and intimately the thousand or more schools critically presented in this book, to say nothing of the perhaps equal number that have been considered and omitted. It would naturally occur to one that the way to know a school is to visit it, and scores of cordial invitations have been received to "come and see us and remain long enough to get in full touch with our spirit and ideals." But to have visited some schools and not others would have been manifestly unfair. In declining, it has been explained that it was not so much the beauty of situation or excellence of material equipment, but rather the history, traditions, and tone of the school that seemed of vital import. This spirit and atmosphere, which is the creation of the school's personnel, would penetrate even to a distance.

While it would, perhaps, have been desirable for the editor to have seen each school in action, it was impracticable. Yet there have been compensations. No cordial and enthusiastic reception has prejudiced him, nor has he been influenced by memories of some delightful June day with happy, youthful figures filling an idyllic landscape. On the other hand, there has been freedom from unfavorable impressions which inaccessibility, difficult train connections, or the whimsicalities of the weather might have created. Just such trivialities do frequently warp human judgment.

How, then, has a discriminating knowledge of the schools been acquired? The editor does not care to emphasize the fact that twenty years of his life have been devoted to secondary education, or that during the last ten years he has lived

intimately and travelled extensively with more than a hundred boys who themselves represented an aggregate residence of some hundreds of years in many of these preparatory schools.

The intent, from the first, has been to avoid incomplete and personal judgments, to present instead a composite view, the combined judgment of the many who have intimate and valid knowledge. Such a consensus of opinion based on established facts, interpreted by many educators, can be put forth with some confidence. And it must be added that any value attaching to estimates here made is due to those who have public-spiritedly volunteered information and assisted in shaping it. The names of those who have thus largely contributed would add lustre and give authority to these pages, but because of their connections and the freedom from reserve with which their opinions have in confidence been given, they must remain unannounced.

Evidence has been sought from all sources. The whole literature of secondary education, both in books and periodicals, has been carefully examined. In this connection the editor must express special indebtedness to Dr. Elmer E. Brown's "The Making of Our Middle Schools," and in lesser degree to Mr. Oscar Fay Adams's "Some Famous American Schools," and to Mr. Arthur Ruhl's significant article on "American Preparatory Schools," published some years ago in *Scribner's Magazine*.

More than two thousand private schools have been requested to submit printed literature and other information, and out of this a voluminous correspondence has developed. From these an attempt has been made to select the better schools, and in so doing to draw the line somewhat above the average. As an extreme example,—of the thirteen hundred music schools of the country but fifty have been included.

What has been the basis of selection? What criteria have been applied? Merit, as determined by the opinion of the better-informed educators who have intimate knowledge of the schools in question, has been the only deciding factor. What is a private school? The arbitrary definition determined upon for this publication has been "a school not wholly or in part supported by public taxation."

A staff of men and women with broad educational experience has aided in the preparation of the book. Furthermore, each school has been discussed intimately with a group of half a dozen men, and the preliminary copy thus written was submitted to interested educators in various sections of the country for their comment and for suggestion of additional material. After the revision of this manuscript, with the incorporation of the most valuable contributions thus received, sections have been sent out to most of the leading schools throughout the country, with requests for criticism and opinion regarding the schools that they knew intimately. A liberal response has come from several hundred school men and women, school patrons, and officers of educational associations throughout the whole country, who have forwarded critical contributions.

On the basis of this valued testimony the manuscript has been repeatedly revised and again sent out to other educators for further deliberation and critical reading. Although the editor has not visited a single school in the preparation of this work, scores of head masters and head mistresses have been brought to the office of the editor, where, in confidence, they have unburdened themselves of their knowledge of schools and colleagues. From all these sources a store of information has come to hand much of which, however illuminating, could not be used.

Finally, before going to press each sketch has been submitted to the authorities of the school for their correction of error in statements of fact. However, no consideration has been given to the wishes of any school which has endeavored to dictate the matter to be used in such portions of the text as referred to their institutions. Thus, while courtesy and consideration for the feelings of every one concerned have ever been borne in mind, dictation, undue influence, or pressure no matter how great have not been permitted to change a statement or a phrase. In all cases there has been a willingness to give way to testimony and to weigh the evidence submitted, but it has been made clear that the final decision rested solely with the editor and that any submission to dictation from a school would destroy the value of the entire work.

It follows that an endeavor to carry into effect an unbiased, impartial purpose with regard to a thousand or more schools, each one of which may be said to possess a delicate set of nerves, has been exceedingly difficult. Many schools have shrunk from the implied publicity while some, it is true, have tended perhaps to the opposite extreme. While perhaps no school is entirely pleased with what has been written about it, most of the schools have been more than pleased with what has been written about other schools they know, and nothing has here been printed about any important schools that has not been critically read by at least a score of their competitors.

On the whole, however, through continuous correspondence and concentrated endeavor it has been possible to bring about the understanding necessary and the conviction has steadily grown that not only was such an attempt warranted but that it would eventually be widely appreciated.

The difficulties are often indicated in our correspondence. One head master wrote: "In your present scheme you will find certain head masters quite ready to use the write-up of their schools for advertising purposes rather than for information. . . . Some will think that the dreams that they are dreaming are already established facts." From another head master came this strong and significant statement: "Since it is probably impossible to publish a book about American schools that will tell the whole truth, your plan of publishing a book to tell some of the truth is the next best thing. . . . You must realize that you could not print an absolutely reliable guide on this subject without getting into trouble." A prominent New York head master writes: "I have hoped for years that an authoritative

book like the one you are planning might be issued in this country."

Clearly encouraging also are the following remarks from various educational leaders: "I am impressed with the sanity and reserve of what you have written." "From the care you have already shown in the matter I recognize a genuine public service in your effort and should be glad to help you in any way in my power." "It is quite evident to me that you have given a good deal of thought to this problem and that you have succeeded in securing information not usually in the possession of men who pose as authorities on the schools." "You have the most remarkable publication to offer that has yet appeared. It is dignified, authoritative, reliable. It is quite free from the commercial air which surrounds all others I know . and carries on its honest face the evidence of emancipation from personal bias or personal influence."

This recognition of the problems confronting the publication of this Handbook has been sufficiently wide-spread to secure an earnest co-operation of the most valuable nature. The treatment of the schools does not deal with material equipment, courses offered, or the many details that can be readily found in the schools' announcements and catalogue. Here, it is rather the spirit, the traditions, the atmosphere of the school which are regarded as most significant. The truest measure of the school's value surely consists in its tone, its aim, and its achievements. By appraising its personnel, patronage, and alumni, there is more to be gained than from a mere recapitulation of courses, buildings, and playing fields.

It is to be remembered that this is a first edition of the first book of its kind. The book to fulfill the ideals of its makers is yet to be written. It is hoped that increasingly effective stages toward this may be accomplished in successive annual editions.

The Mission of The Private School

Education today in all civilized countries is largely a government function. With the almost unanimous support of statesmen and educators, it has become the most socialized and most fully institutionalized of all human activities. So far are we resigned to leave such matters in government hands that we have almost forgotten that education is primitively and primarily a function belonging to the family and home.

Yet government control of education is relatively modern and even today in conservative England it has its opponents. As we have elsewhere more fully shown, up to the time of our Civil War practically all our schools beyond the elementary were organized and supported by private initiative. The elementary schools and Latin grammar schools of Colonial days, it is true, were from the earliest times supported by general taxation. But the modern high schools which, not without opposition at first, have multiplied so rapidly in the last half-century were the result of a demand first stimulated by the older private academies, whose success had demonstrated the desirability of higher education for the masses.

In every branch of education which now has public support, individuals have originally taken the initiative and private enterprise has first demonstrated the worth of each educational departure to the community. "The wholesome conservatism of government throws the burden of proving a thing good, upon individuals and societies." The early efforts toward the higher education of girls, the first kindergartens, the introduction of manual training were born of personal conviction, fostered by private associations, and only gradually won public recognition and support. The first art schools and museums, the first gymnasiums, the first technical schools were all the result of individual initiative and private co-operation.

So eager have the American people been for education, so open-minded has been the public to educational advance, that our public schools have long been efficient enough to satisfy the major needs of the public. The very excellence of our public schools has led us to expect from them the impossible. Our educational machinery has been overloaded with tasks it was inadequate to perform. Hence we have been hearing of "the break-down of our educational system," and "the failure of education to educate." We are learning that the public school cannot remedy defects due to early home neglect and cannot perform functions for which it is unadapted.

There remains a lingering belief not wholly unwarranted that somehow the boy on the farm and the girl at the spinning-wheel of a few generations ago received training which made for character, not equalled by the efforts of our highly systematized public schools today. A few private schools are now attempting to reproduce to some extent the beneficial conditions of those sterner, sturdier days of the past. In other quarters a tendency has arisen to break away from the old formalism in school life which is seen reflected in the "New School" movement.

Yet educators have been asking themselves whether or not the private schools still have any reason for being. The reports of the national and state commissioners of education have given scant attention to the private schools. The pedagogical departments of the universities manifest a tendency to look down upon the private schools as mere money-making institutions of little vital importance in a great democracy.

There would be no private schools if the public schools were all that could be desired. But today we find the private schools more alive, with a more rapidly growing patronage than for decades past. There are something over two thousand private schools in the United States engaged in secondary school work. Of private schools for special work in music, art, business, kindergarten training, and the like, there are probably twice as many more. New schools are established and old ones become defunct each year, but the number is increasing. In five recent years the enrollment of the private schools of the country increased fifty-eight per cent while the public school enrollment in the same time increased but thirty-four per cent. In the year 1912–13 there were enrolled in those private schools of the United States which received no support from taxation, 1,717,893 boys and girls.

It is not sufficient to ascribe this popularity to the increase of wealth and willingness of parents to meet the fees of the private schools. For the parents of these children the education provided by the Government was not acceptable. It is true that in a private school a pupil receives more individual attention, and that many of the private schools make this one of their chief claims for patronage, maintaining a ratio of as high as one teacher to ten pupils, and in special cases much higher The public schools must from necessity employ a more democratic and machine-like form of instruction. For the special training that has been necessary to enter the older universities, the private school is still almost essential, so that we find today at Princeton eighty per cent, at Yale seventy per cent, at Harvard fifty per cent of the students prepared at private schools.

The private schools, generally speaking, attempt much more than the public schools are permitted to. The Government has assumed responsibility of providing free education of certain kinds, varying somewhat in different states and localities. Kindergartens are undertaken at public expense in one region, but not in another. University education is freely provided

in the western states, but not in the East. Military, technical, commercial, open air, domestic science, and physical culture schools have appeared always as private enterprises. Generally speaking, higher education in music, art, expression, physical training, and the household arts is still dependent on private institutions.

A very considerable proportion of the private schools are boarding schools which fill a need that, except in the case of delinquents, the public has never yet attempted to meet. Either the private boarding high school must be recognized as a public necessity or the public will have to provide a public boarding high school, for the public day school can never accomplish the best results with the student who lives in an antagonistic or uncultured home. The best school cannot in the twelve hundred hours that make the school year neutralize the unfortunate influences the home may exert in the other seven-eighths of the year's hours. Many children of the rich have owed their salvation to the boarding school of simple life and high ideals.

Today as in the past the private school is still serving as a national laboratory in which educational experiments in the greatest variety are being tried out and tested. The country day school and summer camp, perhaps the most notable recent developments in education, are still conducted as private enterprises, but the best and most practicable features of them will indubitably in time be adopted by the public school systems. In a lesser way, too, private school masters are developing new principles of school management in class sequence, in seating arrangement, and in the more material details of lighting, heating, and ventilation, which will be adopted by the public when their utility and efficiency have been more completely demonstrated.

The extent to which the private schools will continue to flourish and draw patronage will always depend upon the adequacy with which the state meets the demands of education, not only in ample accommodation for pupils, but in open-mindedly searching for and accepting the best that is new. For we have yet almost everything to learn about education, which in the past has been a haphazard matter of tradition, almost of ritual.

But in some measure the private school will always continue to exist however efficient the public education, for, in addition to those who insist upon segregation upon the basis of class or religion, a more radical element, experimentally minded, will wish to see new schemes, new theories, new methods worked out which can only be attempted under private enterprise.

The Choice of a School

Except for the few who from birth are predestined to a certain school, or for those whose social circle prescribes the school, the matter of selection is of great import. The education of each individual child presents a special problem which should be met by the parent only after a thorough consideration of the needs of the child and a weighing of the opportunities offered by the schools within his knowledge. Sometimes this choice is the result of intimate acquaintance, more often of hearsay or the advice of a friend. But the greater number arrive at a choice more or less haphazard, for there is no authority to which the parent may turn for full and unprejudiced information and advice.

The system of accrediting schools by universities and entrance examination boards is really of no assistance to one with no personal knowledge of schools, though many have been misled by it. At best such accrediting informs one only as to the school's success in meeting examination requirements. "That many have been misled by it is a certainty," writes a prominent head master. "The system is far better in theory than it is now in practice, and in its present stage of development is doing more harm than good."

The annual rating which the United States War Department bestows on some military schools is based solely on the efficiency of the military system of the school, and ignores all other more vital features. This, however, often with the connivance of the school, is not realized by parents and often leads to deception.

The average parent intent on finding a school is often bewildered and sometimes deceived by the claims put forth in print by the schools. "It is a matter of common report," writes William Holmes Davis, Head Master of the Danville School, "that some schools are kept alive by victimizing each year a new set of students who are drawn by unwarranted advertising matter."

At the critical season of choice, the popular magazines carry scores of pages of school advertisements, and themselves advertise freely to aid parents in selecting just the right school from among their patrons. But it may be questioned if those who dispense such advice are sufficiently informed or wholly disinterested. In looking over a collection of school catalogs it is perhaps difficult to distinguish true merit. Many of them, notable examples of the printer's art, are given over to vague statements, so discreetly worded that it is frequently impossible

to distinguish between the accomplished fact and the exaggerated claim. On the other hand, many school catalogs truthfully reflect something of the character of the school.

Private schools present themselves in the greatest variety, not only differing in type and function, but also as widely divergent in character as the personalities that direct them. They range from the rigidly exclusive to the broadly democratic; from the school that prepares for one college to the school that prepares for any college or for business life; from the vigilantly parental, minutely supervised institution, cloistered away from temptation on some remote hillside, to the collegiate type, with a minimum of rules and scarcely more surveillance than is given a freshman at a great university. They must be considered separately. We shall find that it is their very individualism which makes the private schools of interest to those parents who use proper discrimination in selecting a school for their children.

Some of these schools are pretentious, putting up a tremendous bluff in inflated faculty lists and elaborate courses on paper. Some of these schools are shams, the dominant note hypocrisy,—sometimes, a spurious sanctity. Some of them are purely commercial enterprises, their owners intent on money-making, ready to take any one and squeeze out the last dollar. Some of them have been established by men and women who have failed in other lines and who plod through the weary years without life or interest in their work. Some of them, overshadowed by a great name and ideals to which those now in control are unable to live up, bear the stamp of insincerity. Some of them are for climbers and wish it understood that membership in the school implies social position. Some of them are for snobs and turn out a finished product.

But the great majority of these private schools are in the hands of sincere, hard-working men and women who have ideals, genuine love for youth and intense enthusiasm for their work. A parent will have done well who has placed a son or a daughter under the influence of a great teacher whose overflowing heart and intellect is a constant inspiration. For personality is the greatest thing in education, and in a private school especially, personality is all important,—not only the personality of those who direct, but the character of those who patronize the school.

No less an authority than Payot, in "The Education of the Will," says: "It is the contact with other students and the master which gives the greatest value to higher education. The master proves the possibility of work. He is the living, concrete, tangible, and respected example of what can be done by working. The master finds his own reward in arousing enthusiasm in his disciples, by the communication of an ardent love for the truth and of good methods of work. Influence only comes through the contact of man to man, and soul to soul. It was thus Socrates taught Plato."

The public schools supply an education in which organization, system, bricks and mortar play a large part and in which per-

sonality, individual interest, does not and cannot very largely enter. If the patrons of the private school have anything to expect beyond what the public school has to offer, it is first a richer and more inspiring influence of the strong and cultured personalities of the teachers directed toward the individual pupil; and second, the larger influence that the classmates and school associates exert upon the adolescent and developing personality. "You send your boy to the schoolmaster but 'tis the schoolboys who educate him," says Emerson And Dr. Parkhurst adds, "While books can teach, personality only can educate."

In the choice of a private school, then, the parent, having selected a school whose curriculum will give the desired training, should look to these three points and be fully informed: first, about the spirit and traditions of the school; second, the personality of the teaching staff, whose ideals and attitudes toward life and ordinary every-day matters should be regarded of quite as much importance as their mastery of their subject; and third, as to the class of patronage,—that is, the kind of families from which the pupils come and the consequent atmosphere that your children's associates will create.

This book, it is hoped, may be of value in aiding parents to distinguish between all these various classes of schools and to assist them to a more intelligent choice, so that their children may not have to put up with a misfit education and that they themselves may join with Marcus Aurelius in saying, "I thank the gods that I had abundance of good masters for my children."

BOYS' SCHOOLS

HISTORICAL SKETCH

OF THE PRIVATE SCHOOL IN AMERICA

The American Private School today is a distinctive expression of national character. Yet like other American institutions, political and religious, our schools, public and private, have evolved from European origins. Developing side by side in the same environment, often subject to the same extraneous influences, the schools have occupied a position intermediate between the church and the state and have been influenced by both. In earlier times ecclesiastical control prevailed while today the influence is political. To understand the American Private School, we must therefore follow it through the changes of the past several centuries, brought about by life in the New World. In all the advances in education we shall find private initiative leading the way.

Education in Christian Europe was primarily ecclesiastical. In mediæval times it was for the purposes of the church only that reading and writing were taught, and among civil authorities a distrust of education survived even in America. As late as 1671 we find Governor Berkeley of Virginia stalwartly declaring: "I thank God there are no free schools and printing, and I hope we shall not have these hundred years; for learning has brought disobedience, and heresy, and sects into this world, and printing has divulged them, and libels against the best government. God keep us from both!"

The oldest school foundations in England today are survivals of ecclesiastical and monastic establishments and all education long remained exclusively under Episcopal control. In England even as late as 1603 we find in the ordinances of James I, "No man shall teach either in public schools, or private house, but such as shall be allowed by the Bishop of the Diocese." This episcopal diocesan control still continues in our episcopal schools both Anglican and Methodist.

Even before the Reformation, however, the scope of education had begun to broaden, though Luther and the Protestant movement gave impetus to it. But it was in the Protestant countries of Northern Europe that a system of general elementary education first developed. The Zealand school law of 1583 insists on education because "it is the foundation of the Commonwealth." So far had Gustavus Adolphus carried education in Sweden that by the year 1637 "not a single peasant child was unable to read

and write." It is to this influence and especially to the example of Holland, that America owes her attitude toward elementary education, while to England is due the inspiration for our earliest secondary schools.

In the Colonies private schools of one kind or another existed from the earliest time. The first dame schools were private, as were the schools kept by ministers to prepare boys for college. Many of these received aid from the towns, and some of them later became public schools.

Three successive types of secondary schools stand out in the history of American secondary education: the Latin Grammar School of Colonial times, the Academy of Revolutionary times, and the High School, both public and private, of the present day. Each type is characteristic of the spirit of its period.

The Latin Grammar Schools were essentially fitting schools for the colleges. As their attendance was limited to those who were preparing for yet further study they were aristocratic and, furthermore, as the colleges were chiefly for the training of ministers, they were likewise ecclesiastic.

Some of the old grammar schools founded in the Massachusetts Bay Colony still continue, transformed to meet modern needs, but rich in centuries of tradition, but for the most part they have become identified with the state systems of education.

The Boston Latin School, founded in 1635, is the oldest surviving educational institution in America. In its establishment the Reverend John Cotton, a graduate of Emmanuel, Cambridge, was the prime mover. Ezekiel Cheever, head master from 1670 until his death at ninety-four, was the first really eminent American school master. Like Cheever, the first masters of these schools had been educated in the Latin schools of England and transferred across the water the traditions and the customs of the older institutions. In Massachusetts by 1647 the law commanded that any town of one hundred families should maintain a grammar school, and inflicted a penalty for neglect to do so, and not until 1789 was this burden mitigated.

In New York some of the early elementary schools established under Dutch influence have survived and have gradually been transformed into secondary schools. The Collegiate School was thus established as early as 1638. Trinity School of New York, which was established in connection with Anglican religious propaganda as an elementary school, continues today as a college preparatory school.

The first private foundation for education in America was established in 1657 by the bequest of Edward Hopkins, an uncle of Elihu Yale, and one time Governor of Connecticut, who had amassed a fortune in the American and West Indian trade. Out of the Hopkins bequest grew three educational institutions of which only the Hopkins Grammar School of New Haven has survived.

By the middle of the eighteenth century the Moravians had established several schools in Pennsylvania for both boys and

girls which almost immediately became famous and attracted students from the other Colonies. A number of these schools are still continued.

The growth of the Colonies in wealth and economic importance brought with it the development of a middle class, among whom there grew up a demand for education beyond the elementary schools, but who were not attracted by the classical training of the grammar schools and colleges which continued under aristocratic and ecclesiastical patronage. A similar movement among the non-conformists of England during the seventeenth century had resulted in the establishment, by dissenting clergymen, of academies which offered a more varied and less classical course than the older schools of England. This term, academy, derived from the grove of Academus in which Plato taught, was perhaps first used in English by Milton in 1643 as a term for the ideal educational institution he planned providing a more generous culture. Just a century later Benjamin Franklin also sketched a plan for such an academy in America.

Toward the close of the eighteenth century the prestige of the grammar schools was declining and they were less readily supported by voluntary taxation as enthusiasm for Latin, Greek, and ecclesiastical training diminished. Private initiative on the part of those who had acquired wealth began to take the place of public subscription in the founding of schools.

More than one hundred years after the Hopkins bequest William Dummer, the Lieutenant-Governor of Massachusetts, in 1761 left an endowment for the establishment of a grammar school which the tendency of the times soon transformed into an academy, but the founding of the Phillips Academies during the period of the Revolution marks the real beginning of the academy movement. The Phillipses were doubtless influenced not only by the older English academies but also by the schools in Pennsylvania established by the Quakers in the seventeenth and by the Moravians in the eighteenth centuries. At any rate the New England academies were very different from their English prototypes over seas. These early academies were immediately successful and attracted students from a distance who generally boarded in the houses of the townspeople.

The academies were private institutions, under the control of undenominational boards of trustees, and conducted with no idea of pecuniary profit. They were not a heritage, but the outcome of the best thinking of the time. Though they showed diverse influences they were distinctly American, and "as democratic as the most aggressively democratic spirit of their day could make them."

They were not bound up with the college system and were not primarily fitting schools. The constitutions of the Pennsylvania and Phillips Academies made no mention of preparation for college, and the curriculum was less classical and included science and moral philosophy,—subjects of study new

to the schools. As time went on, relations with the colleges were established and the academies became in a measure preparatory for college, while the colleges recognized for admission new subjects of study which the academies had taken up.

As the result of the Revolution and the spread of democratic ideals, academies were organized everywhere. Among the more notable of these eighteenth century institutions which have survived are Leicester and Groton Academies in Massachusetts, Franklin Academy in Pennsylvania, and the Bingham School in North Carolina. By 1800 there were over one hundred academies in the country, but the high-water mark of the academy movement was reached in 1850, when the number was between six and seven thousand. Since 1875 there has been a decline and in 1910 only eighteen hundred remained.

The American academy was the characteristic educational institution developed by the American people in the half century following their independence, and during that time contributed largely to the making of American character. The academy age was the age of transition from the old aristocratic society of pre-Revolutionary days,—the world of Washington and Hamilton,—to the modern democracy of Jefferson and Jackson.

Toward the end of the eighteenth century, through the influence of Jefferson and other Americans who had studied in France, French educational ideals began to take root. Voltaire had described education as "a government undertaking." Turgot declared that "the study of the duty of citizenship ought to be the foundation of all other studies." These ideas resulted in the feeling that it was essentially a function of the democratic state to foster education, and were soon reflected in America in the various state systems inaugurated at the beginning of the nineteenth century. The first instance of state aid granted to academies was in 1798 when the Massachusetts legislature endowed with land grants seven academies, four of which were in Maine, then part of Massachusetts.

During the first half of the nineteenth century educational activity in the United States was almost wholly due to private initiative. While the academies were multiplying, many new educational influences were at work fostered by private individuals and societies.

German educational ideals were introduced in New England by George Bancroft, the historian, and Joseph G. Cogswell, both of whom had attended the University of Göttingen. Shortly after 1820 they established the Round Hill School at Northampton, Mass., in which they followed the best traditions of the German secondary schools. The school was continued for some years and its influence survived in other schools.

Religious and sectarian organizations were responsible for many educational foundations during this period. The Roman Catholics as early as 1790 established their diocesan government in this country and immediately opened parochial schools. As their numbers increased rapidly by immigration from various

countries, their teaching orders opened schools of higher education in all parts of the States. In the second quarter of the nineteenth century, convent schools for girls became widely popular, not only among Catholics, but in some Protestant circles as well The establishment of Catholic schools received a new impetus from the Third Plenary Council held at Baltimore in 1884, when parish priests were charged with the establishment of parochial schools, and Catholic parents were directed to send their children to them.

Among the Protestant sects those under episcopal control, perhaps because of their superior organization, led the way in the establishment of denominational schools. Methodist academies date from the early decades of the century. After 1850 as the result of Dr. Muhlenberg's influence which was continued at St. James' and St. Paul's, many Episcopal church schools were established. Other denominations soon entered the educational field

The Military Academy, too, is a development of the first half of the nineteenth century. West Point was founded in 1802 largely through the efforts of George Washington, who was perhaps influenced by Daniel Defoe's project of a century and a half before. Captain Partridge, after his resignation as Superintendent of West Point, established in 1819 a military academy at Norwich, Vt., now Norwich University. He was a devout advocate of the military type of education and influential in founding many military academies, most notable of which is the Virginia Military Institute, founded by him in 1835. Military academies multiplied in the South, and in the North after the Civil War many of the older academies adopted military features.

The modern high school as a public institution maintained by taxation of the whole community was made possible by the popular success of the academies. While Americans had earlier adopted the view that education was a function of the state, this acceptance was at first restricted to elementary education. Though the first public high schools originated in the East in the early decades of the century, their spread was opposed there as an unwarranted imposition on the tax payers They were at first more popular in the newer Western states where land grants aided their establishment. But it was not until after the close of the Civil War that the movement spread rapidly to every state. The high schools adopted the best features of the academies, and while they have shown great adaptability to varying needs, they have failed to meet all demands for secondary education, as is witnessed by the great number of private schools, of many sorts, which continue to flourish.

The period since the Civil War during which high schools have everywhere multiplied has also witnessed the establishment of an ever increasing number of schools for special and vocational education.

The earliest of these were probably the Normal Schools

for the training of teachers. Closely related in a way are the Kindergarten Training Schools which followed the development of the kindergarten movement introduced about the middle of the century from Germany and so greatly fostered by Elizabeth Peabody. The training of kindergarten teachers still remains a matter almost wholly in private hands, though the public in many cases has come to support the kindergarten as a public institution.

The Conservatories of Music and Schools of Art have flourished throughout the country for decades, but the number is ever increasing, and, although some instruction in art and music has been undertaken at public expense, the higher education in these subjects and the training of teachers in them still remain largely under the direction of private associations and individuals.

Interest in Physical Education, too, has developed since the period of the Civil War, and today the more advanced of the public schools do not wholly neglect this side of education. But the great pioneer in this movement was Dr. Dudley A. Sargent, who has trained most of the physical directors of this country.

Another recent development is in reality a revival of Colonial days. The housewifery of the eighteenth century, now euphemistically elaborated as Domestic Science, Domestic Arts, or Household Management, is now considered a proper subject for education even in the public schools Many of the private schools for girls, however, give greater emphasis to it, while many special schools have been established to cultivate this field alone and for the training of teachers in the Household Arts.

At the end of the nineteenth and the beginning of the twentieth century a revolt arose in a limited intellectual class against the formalism of traditional education. One of the most hopeful results is "The New School" movement which in England, under Cecil Reddie, has resulted in Abbotsholme, an interesting and also a successful school. A number of schools of this type established in Germany, Switzerland, and France during the past ten years have exerted a wide influence, and the movement has now spread to this country, manifesting itself in many places.

Its aim is for less formalism; for a more natural schooling; for a richer experience in school life; for more actual *doing* with less emphasis on book learning. In America the movement is well exemplified by Dr. Rumely in the Interlaken School, where the boys construct their own buildings, engage in farm work, in handicrafts, and other similar activities.

Contemporaneous with this was the "Back to the Country" movement, which has resulted in a more wholesome existence and richer experience for thousands of families. The educational phase of the movement is represented by the Country Day School, which combines the best features of the boarding school without separating the boys or girls from home influence. The first successful example was established in Baltimore largely

through the influence of Mrs. Francis K Carey, who succeeded in instilling much of her enthusiasm into her husband, many leading citizens of Baltimore, and particularly President Gilman of Johns Hopkins. The plan of this school, already widely copied in most of the leading cities of the country, is to take the boys and girls from city homes to a school in the adjacent countryside for the whole day. The characteristic feature is the outdoor life of the afternoons, under the supervision of the teachers. Yet another feature of palpable value is the fact that home work has been done away with and the children return to their homes with their studies finished for the day.

The modern private preparatory schools still lead the way in educational progress In fact, they may be called laboratories of educational research, an experiment in which theories of education are developed and put into practice. It is to these schools that we must look for the enterprise and also the patience which will, first of all, analyze the virtues and the failings of modern education, and, secondly, will work out the successful solution of the problems thus discovered. This is only too clear when once we look into the matter, whether we view it historically and trace the growth of schools, as in the present article, or whether we compare public schools and private schools of the same type. The private school has blazed the way. Wider fields of education, new methods of pedagogy, new features of school life, have been introduced by the private schools into the systems of national education. The study of science, the utilization of athletics for mental and physical development, the country day movement, these are but three slight examples of the initiative and foresight of the private school's beneficent work.

HISTORIC SCHOOLS

Seventeenth Century Grammar Schools

Collegiate School, 241 W. 77th St., New York City, is the oldest existing private secondary school in the United States, having a continuous history running back to the early settlement by the Dutch of Manhattan Island. Long believed to have been established in 1633, recent research has shown that the first school master began his work in 1638. Established by the Dutch Reformed Church it has long been non-sectarian. For two hundred and fifty years it was maintained as a parish day school, but in 1887 it became a Grammar School, at first for boys and girls, in 1891 preparatory, and after 1894 for boys only. The school has occupied many sites progressively northward as the city has developed. It offers to two hundred pupils an eleven-year course from primary to college. The school is administered by a board of trustees and the nineteenth head master, Arthur F. Warren, a graduate of Amherst and a prominent educator, has capably filled that position since 1910.

Roxbury Latin School, Roxbury, Mass., founded in 1645, is the oldest existing private secondary school in New England. Nine years after the establishment of Harvard College, and only fifteen years after the founding of Boston, it began to prepare boys for Harvard, and has continued its work without interruption. It resulted largely from the influential efforts of John Eliot, the "Apostle to the Indians," who when minister of the First Church of Roxbury, together with other inhabitants of the town, signed a statement that they "in consideration of their religious care of posterity, have taken into consideration how necessary the education of their children in literature will be, to fit them for public service, both in Church and Commonwealth, in succeeding ages. They, therefore, unanimously have consented and agreed to erect a free school in the said Town of Roxbury."

"The Free Schoole in Roxburie," as it was called, was not then free in the sense of being supported by uniform taxation or free from all tuition fees. But today the school is free to all boys living within the limits of the original town of Roxbury. In 1671 Thomas Bell, formerly a freeman of Roxbury, died in London, willing two hundred acres of Roxbury lands to the school, and naming the Rev. John Eliot and two other officers

of the First Church as trustees of the endowment This and a few other smaller gifts constitute the present foundation

Cotton Mather, half a century later, wrote of the school, "Roxbury could not live quietly without a free school in the Town and the Issue has been one thing which has almost made me put the Title of *Scola Illustris* upon that little Nursery, that is that Roxbury has afforded more Scholars, first for the College, and then for the Publick, than any Town of its Bigness, or if I mistake not, of twice its Bigness, in all New England"

The school has always been intimately associated with Harvard, fitting its pupils for the higher work there. College preparation in Colonial days was a matter of intensive education The regulations for admission were thus stated:—"When any Scholar is able to understand Tully, or such like classicall Latine Author *extempore*, and make and speake true Latine in Verse and Prose, *suo ut aiunt Marte;* and decline perfectly the Paradigm's of Nounes, and Verbes in the Greek tongue. Let him then and not before be capable of admission into the College."

Though controlled by a self-perpetuating board of trustees who are bound by its ancient charter, the school has kept abreast of the educational changes of the years Inherent worth has given it vitality and importance. It is now planning a future of great promise, and an option has been secured upon three acres facing Franklin Park The line of its new development will follow that of the Country Day Schools

William C. Collar, the Head Master Emeritus, was appointed in 1867, and in his long career has made a national position in the educational world The present head master is D O. S Lowell, a graduate of Bowdoin, and, since graduating, a master in the school The school is a day school enrolling about one hundred and fifty boys

The Hopkins Grammar School, at New Haven, Conn, was established in 1660 as the result of the Hopkins' bequest. Edward Hopkins, the uncle of Elihu Yale, arrived in Boston in 1637. He amassed a fortune in the West Indian trade, rose rapidly to prominence in New England, and was several times governor of Connecticut Returning to England he died in London in 1657 leaving the greater part of his estate "to give some encouragement in their foreign plantations for the breeding up of hopeful youths in a way of learning, both at the grammar school and college, for the public service of the country in future times"

For nearly fifty years, until Yale came into existence, Hopkins sent its graduates to Harvard, but since that time it has naturally prepared chiefly for Yale College More than twelve hundred of its alumni have graduated from Yale, including seven of the presidents of Yale. The school under the present rector, Arthur B. Woodford, continues to attract more than one hundred students most of whom come for the last year or two of college preparation. The majority are from New Haven, but a considerable number come from a distance.

The William Penn Charter School, Philadelphia, was opened in 1689, as the result of an intention which Governor Penn had declared previously. It received three Charters from William Penn, the first in 1701 of the same date (October 25, 1701) as the Charter of Philadelphia, the second in 1708 and the third and final one in 1711 The school is still conducted under the Charter of 1711 This Charter provided for "the good education of youth and their early instruction in the principles of true religion and virtue, qualifying them to serve their Country and themselves, by breeding them in reading, writing, and learning of languages and useful arts and sciences, suitable to their age, sex, and degree."

For the first few years the school was under the joint control of the Meeting and the Board, but this plan of conducting the school proving unsatisfactory, Penn, then in England, determined to place the management of the school upon an independent basis under the sole control of a self-perpetuating body of fifteen men. Hence the Charter of 1711.

It is a city day school for boys with an attendance of three hundred and fifty from the substantial families of Philadelphia A high standard of academic work has long been maintained through the nine-year college preparatory course

Richard Mott Jones, LL.D. (Haverford and the Univ. of Penn.), a member of the Society of Friends, has since 1875 been head master. Under the control of his dominating personality the school has prospered and enrolls and prepares for college an increasing number of boys from year to year.

Eighteenth Century Schools and Academies

Trinity School, 139–147 W. 91st St , New York City, was founded in 1709 by the venerable "Society for the Propagation of the Gospel in Foreign Parts" and was endowed in 1796. It was maintained in connection with Trinity Parish until 1806, when the school was incorporated. Conducted at first in the tower of old Trinity Church as an elementary school it has moved uptown with the progress of the residential district and has increased the range of instruction. In 1898 the corporation established a separate school for girls, St. Agatha. It is today a prosperous, endowed day school under the auspices of the Episcopal Church giving instruction from primary to college preparation to three hundred boys. The Rev. Lawrence T. Cole has been rector since 1903. Four-fifths of the graduates yearly enter the leading colleges.

Nazareth Hall was first opened by the Moravian Church in 1759 at Nazareth, Pa , as a boarding school for the youth of that denomination, but its history reaches back even further.

The first building was erected in 1755 as a Manor House for the Silesian Count Zinzendorf. Fifteen years before that the Methodist preacher, Whitefield, then at the zenith of his activity, had projected a boys' school on this site. The estate had originally been granted by William Penn in 1682 to his daughter, Letitia, as the barony of Nazareth, on the condition of rendering service to him and his heirs forever by paying, if demanded, a red rose in June of each year. At first the language was German but English soon took the first place. "The institution became widely known for the excellence of its instruction and discipline. Pupils came from neighboring states, from Europe, and in considerable numbers from the West Indies In the first twenty-five years of the school's existence two hundred and ninety-five boys were entered, eighty-three of whom were Moravians"

With a brief interregnum during the American Revolution the school has continued under Moravian auspices for more than a century and a half. During the Civil War military discipline was established and has since been continued as part of the school life. Two hundred and six of the school's graduates served in the Civil War. The school today draws largely locally and prepares chiefly for Lafayette, Lehigh, and Bethlehem. Though still under the control of the Moravian Church the school is non-sectarian. The head master is Rev. S. J. Blum.

Germantown Academy, Pa., founded by the citizens of Germantown in 1760, is a day school under the control of a board of trustees chiefly residents of that aristocratic suburb of Philadelphia. It provides instruction from primary work to college. It possesses perhaps the oldest school building in the country which has been devoted continuously to secondary education, and has been endowed by legislative act and by individual contributions. The head master, William Kershaw, a Princeton man, is assisted by a faculty of twelve.

Dummer Academy was endowed by William Dummer, Lieutenant-Governor of Massachusetts, who in 1761 bequeathed his house and farm at Byfield, in northern Massachusetts, for the establishment of a Grammar School. This was a notable innovation, breaking away from the tradition of local and public provision for education. Though not the first, it proved the harbinger of many similar endowments. The school was first opened in 1763 under the charge of the celebrated Samuel Moody who had graduated from Harvard College in 1746. Master Moody made it a Grammar School of the olden type, and prepared many boys for Harvard who became prominent in the life of the nation, including the founder and first master of Andover Academy.

Dummer, like so many of the old academies, has had its vicissitudes Eight years ago the school was almost extinct, reduced to a mere handful of pupils. Dr. Ingham then took hold of it and under his strong and tactful administration he has brought the school again to prosperity. Its numbers have rapidly in-

creased, the spirit has improved, and new endowment has been added to it. He has created a wholesome home atmosphere and commands the respect of all who come in contact with him. The school is about equally divided between day and boarding pupils, and about half the patronage is local.

Columbia Grammar School, 93d St. & Central Park West, New York City, was founded in 1764 as a preparatory school to Columbia College. With the college, though no longer directly connected, it has progressively moved uptown as the city has grown. It now occupies a new fireproof building. In the middle years of the nineteenth century it rose to high prominence under the able direction of Dr. Anthron, America's earliest classical scholar. The head masters are B. H. Campbell and Francis F. Wilson, formerly head master of the Wilson and Kellogg School, now defunct. They are assisted by a large faculty nearly all of whom, like the head masters, are Columbia men. Naturally its students prepare chiefly for Columbia.

Rutgers Preparatory School, New Brunswick, N.J., was established in 1766, the same year as the college which was then known as Queen's. Originally known as "The Grammar School" it has always been preparatory to that college, but in recent years an increasing number of its pupils have gone to other institutions. There is an enrollment of about one hundred and sixty, including resident and day pupils, and the patronage is largely local. William P. Kelly, a graduate of Dartmouth, became head master in 1911 after successful experience in the public and private schools of New England Mrs. Kelly is house mother.

Phillips Academy, Andover, Mass., was in a way an outgrowth of the older Dummer Academy, for Samuel Phillips, its founder, had been educated at Dummer under Master Moody's care, as had also its first head master, Eliphalet Pearson. They were both at Dummer and classmates at Harvard College, graduating in the class of 1771. In 1778 Samuel Phillips together with his father and his uncle John deeded both land and money for the purpose of founding the school. According to this document, the donors proposed "to lay the foundation of a public free SCHOOL or ACADEMY for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences wherein they are commonly taught; but more especially to learn them the GREAT END AND REAL BUSINESS OF LIVING" Further on, "it is again declared that the first and principal object of this Institution is the promotion of true PIETY and VIRTUE."

Andover was doubtless chosen as the site because it was the old home of the family, as the father of the two brothers had been a former master of the Grammar School at Andover. The school opened in the midst of the Revolution and in 1780 was incorporated with the title of Phillips Academy, the first chartered academy in New England. Andover has been fortunate

from the first in attracting men of the highest ideals to its control. Eliphalet Pearson, the first principal, was a man of great force and versatility and of commanding presence who held his thirteen pupils well in awe and was known to the boys as "Elephant" Pearson:

> "... Great Eliphalet (I can see him now),—
> Big name, big frame, big voice, and beetling brow."

He afterwards became professor of Hebrew at Harvard and still later in the Theological Seminary at Andover, which was an outgrowth of the same foundation.

There were twenty-three boys in the academy, when, in 1810, Dr John Adams came to the master's throne, which he occupied for twenty-three years. By 1817 the number of boys had increased to one hundred, and during his time Dr Adams admitted 1,119 pupils, nearly one-fifth of whom became ministers. But it was under Samuel H. Taylor, a man of picturesque and striking personality, head master from 1837 to 1871, that the institution gradually took on its present character.

As is natural Exeter and Andover have had much in common. Both have from the first repudiated the "in loco parentis" theory of school life. They attracted "students with a definite educational purpose" declaring that "the academy is not a suitable place for boys who are idle, insubordinate or lacking in self-control; nor for such as require the constant supervision of a teacher and the routine of the school room in order to enforce industry and fidelity."

Andover perhaps more than Exeter has remained conservative, less influenced by the Unitarian movements which have stirred New England, and perhaps for that reason Andover has come to be primarily a preparatory school for more conservative Yale rather than Harvard, which early came under more liberal influences. Andover has in its long career prepared more boys for Yale than any other school in the country. As at Exeter democracy and simplicity have been its tone. But perhaps in recent years as Andover has come to be so largely a preparatory school for Yale a slightly changed spirit has come over her. Perhaps she has been influenced somewhat by the newer class schools and something rather more aristocratic than democracy has crept in.

Phillips Andover today attracts nearly six hundred boys, more than half of whom come from outside of New England, and it is truly "national in its representation and democratic in its life and spirit, and is 'equally open to youth of requisite qualifications from every quarter.'" It endeavors to enable its students, as the catalogue further states, "to pass by gradual and natural stages from the paternalism of home life to the freedom that awaits them in college. A natural and progressive development is provided for subsequent years in the houses and halls which are in charge of married instructors. The regulations which obtain in all dormitories are here in force, but there is

in them the atmosphere of home The later life of the dormitories is designed to develop a larger sense of responsibility and to prepare for the community life of college." In the early days no housing provision was made for the boys, but they were left to the mercies of the townspeople It has been found advisable to gather them in dormitories under the control of the school.

The loyalty of Andover men through the years has brought increasing endowment and gifts, many of which commemorate prominent alumni. A recent generous alumnus has aided in providing a new dormitory especially for young boys which further supplies "a stepping-stone between the natural restrictions of the home and the somewhat freer life of a large school" Like Exeter, though in lesser numbers, it is able to offer many scholarships to those desiring aid. The Archeological Museum and department, endowed in 1901, is unique among secondary schools.

Andover has at the present time over eight thousand living alumni, and something like twenty thousand have graduated from the school during its history. About sixty per cent of these have gone to Yale and perhaps fifteen per cent to Harvard Its alumni are loyal and are organized in numerous associations throughout the country.

The present head master, Alfred E. Stearns, is a graduate of Andover, Amherst, Yale, and Andover Theological Seminary. He has been an instructor at Andover since 1897 and head master since 1903.

The Phillips Exeter Academy was founded by John Phillips, who, stirred by the immediate success of Phillips Academy at Andover, founded by his brother and his nephew, established The Phillips Exeter Academy in his home town in New Hampshire. It was incorporated by the legislature in 1781, the wording of the charter following very closely that of the earlier school. The academy was formally opened early in 1783.

Benjamin Abbot, the second principal, ruled over the institution with great power and wisdom for the term of fifty years. He had been trained at Andover under Principal Pearson, graduated from Harvard in 1788, and came immediately to Phillips Exeter where he became perhaps the most famous of all the early academy teachers. "Little Daniel Webster came to him for schooling in 1796 Edward Everett finished his preparation for college here, at the age of thirteen. Lewis Cass came to the school at the age of ten, a headstrong boy, fond of pranks and of outdoor life; and here he remained for five years and made a very good record." In 1838 Gideon L. Soule, who had already been a teacher in the school for seventeen years, succeeded Dr. Abbot, and in 1872 the fiftieth year of his continuous service in the academy was celebrated.

Exeter's alumni number over eight thousand, representing every state of the Union and many foreign countries. No other school has given so many distinguished men to the nation. Thirty years ago, at the close of the first century of her exist-

ence, Exeter numbered among her alumni "nine college presidents, including three of Harvard, fifty-two college professors, two hundred and forty-five teachers, thirty-six authors, five ambassadors, seven cabinet ministers, twenty-eight members of Congress, twelve governors of states, a long list of Federal and State judges, Army and Naval officers, and more than a thousand professional men." Such a notable contribution to the nation's assets must be due to the spirit of Exeter which has not only attracted pupils of promise, but accounts for their fruitful development.

Exeter has always been characterized by a spirit of earnestness, sincerity, and independence,—dignity without pose or affectation. There is no veneering process at Exeter,—that which is within is brought out There is little of the paternal attitude. A boy must stand upon his own feet He is put upon his honor.

The traditional saying that the academy has no rules until they are broken, although a humorous overstatement, still expresses the belief of the school that the boy's own conscience and good sense are in the main sufficient for right conduct. Rules relieve a boy of the responsibility of judging for himself. An alumnus recently asked what he considered the most signal benefit a boy derived from Exeter, replied, "Readiness to take responsibility." Thus the academy is today fulfilling the purpose of its founder "to learn them the GREAT END AND REAL BUSINESS OF LIVING." Education at Exeter, then, is not mere preparation for life. It is life.

Significant of the value of college preparation which Exeter gives is the fact that thirty Exeter men at Harvard in a recent year received fifty-two A's and ninety-six B's, both honor grades, and out of eighteen in the freshman class at Yale in the same year, eight were on the honor list. In college the Exeter man is found leading in college activities. In the major sports of the freshman class at Harvard, Yale, Dartmouth, and Princeton, in two recent years, ten Exeter graduates have held the office of captain.

At Exeter there is a progressive spirit which accepts nothing as necessarily final in educational work. With all its rich traditions Exeter has never become moss-grown. There was no Theological Seminary as at Andover to hold it so strictly to orthodoxy, and its students continued to resort to the more liberal Harvard, and today Exeter remains to a marked extent a school preparatory to Harvard. There is more of the University atmosphere, of the freedom and the fostering of the individual at Exeter than at perhaps any other great American school. The atmosphere at Exeter is essentially democratic and thoroughly American. Not only does it attract nearly six hundred students from all over the country, but admission is in no way dependent upon class, color, or wealth, or the lack of any of these. Each boy stands on his merits.

Exeter has a large endowment fund from which it gives annually a larger number of scholarships than any other secondary school. The effect of this has been to increase democracy and to raise the standard of scholarship. As at Andover the

dormitory system is a relatively new feature. During its early history students were quartered in the houses of the townspeople, and something of this still survives, though in the last half century more dormitories have been erected, largely through the generosity of alumni, where the boy receives much the same care and supervision as in smaller schools.

"One of the most precious institutions of the country" was the characterization that former President Eliot of Harvard gave Exeter, and this invaluable position must be attributed to its long line of principals, who have been men of strong personality, above the pettiness which so often stigmatizes other schools. Not the least of these was Harlan P. Amen, who, coming to the principalship after "a period of executive laxness," in his eighteen years of office, by strong and sympathetic leadership, brought Exeter back to her ancient standards. In 1914 Mr. Lewis Perry was elected principal By the character and tact he has already shown at Lawrenceville and Williams College it is confidently expected that he will ably maintain the traditions of his predecessors.

Academy of Richmond County, Augusta, Ga., is a day school for boys now in its one hundred and thirty-second year, providing a five-year course in preparation for college. Military drill is required of all pupils except in special cases.

Conway Hall, Carlisle, Pa , is a boarding and day preparatory school attended by over one hundred and thirty boys, two-thirds of whom come from Pennsylvania. It had its beginnings in 1783 as the "Grammar School" in connection with Dickinson College and has had a continuous existence with the exception of a period of closure from 1869–1877. Since its reorganization at that latter date it has received numerous gifts and endowments Andrew Carnegie gave money for a new building and at his request the school was renamed in honor of the distinguished traveller and writer, Moncure D. Conway, an alumnus of the class of '49. The president of the board of trustees is the President of Dickinson College.

Derby Academy, Hingham, Mass , was founded and endowed in 1784 by Madam Sarah Derby. Throughout its long history it has provided instruction for boys and girls from Hingham and the adjacent towns on the south shore. As conducted today it is a day school providing instruction from kindergarten through the grammar school grades. The principal, Mrs. Marita M. Burdett, formerly of Volkmann School, receives a few boarding pupils in her home.

Leicester Academy, Mass., has been co-educational since its establishment in 1784. Its early history is significant because of many educational innovations and experiments there introduced.

The Academy of the Protestant Episcopal Church, in the city of Philadelphia, was founded in 1785 largely through the

efforts of the Rev. William White, afterwards the first Bishop of Pennsylvania. Three years later it was chartered by the legislature and is consequently the first church school organized in America. From 1857 to 1891 the Rev. James Robins was the head master when he was succeeded by William H Klapp who had been an instructor in the school since graduating from Harvard in 1871. It is a college preparatory day school attended by over two hundred and fifty boys nearly all of whom come from Philadelphia's most prominent families.

Harrisburg Academy, Pa, dates from 1786 when, immediately after the founding of the town, John Harris and other citizens subscribed for an academy where "English and German should be taught." Incorporated in 1809 it has since been governed by a board of trustees. The growth of the city has six times necessitated the removal of the school, which since 1908 has occupied its present commodious site on the banks of the Susquehanna River. Originally the old type of co-educational academy, it has become exclusively a boys' college preparatory school with a dormitory for resident pupils. Arthur E. Brown is the head master and the faculty is made up of representative college graduates.

Franklin and Marshall Academy, Lancaster, Pa., had its beginnings as the preparatory department of Franklin College founded in 1787. It was the result of a plan for an academy, first proposed by Benjamin Franklin as early as 1743. In 1872, nineteen years after the merger of Marshall and Franklin Colleges, the preparatory department became a separate institution under its present name and the first building especially for its use was erected. The ownership and administration of the academy are vested in the board of trustees of the college While sufficiently removed from the college to avoid too intimate intercourse its proximity secures the students many advantages. The four-year college preparatory course is attended by over two hundred students chiefly from Pennsylvania. The principals, Thaddeus G. Helm and Edwin M. Hartman, are both graduates of the college. The former has been connected with the academy for more than twenty years and has been principal since 1897.

New Ipswich Appleton Academy, the second oldest academy in New Hampshire, was founded and incorporated in 1789. In 1853 it was endowed by Samuel Appleton. It is a co-educational school providing sound instruction for forty local pupils. There is dormitory accommodation for a small number of girls.

Morris Academy was founded in Morristown, N.J., in 1791 by citizens of the town as a classical day school for boys. In 1899 the school was reorganized by the present principal, Harry W. Landfear, who has degrees from Amherst and Yale. There is a six-year college preparatory course with about fifty boys in attendance. In a recent year eight boys entered Princeton and Harvard with more than usual success.

Berwick Academy, South Berwick, Me., founded in 1791, continues its useful career offering a four-year high school course to ninety boys and girls of the region. Timothy F. Downey is the head master.

Newark Academy, N J , founded in 1792 by gifts of citizens of Newark, is an endowed day school for boys, offering instruction from primary up to college. Samuel A Farrand, for forty years head master from 1859, was one of America's great masters of a profession, and in his long regime greatly strengthened the school. In 1901 he was succeeded by his son, Wilson Farrand (A.B , Princeton '86, A M., '89). The school is limited in numbers to three hundred and for several years it has been necessary to decline pupils for lack of room. The patronage is largely from Newark and the surrounding towns, including the Oranges

Fryeburg Academy, Me , has been a co-educational school since its establishment in 1792 and remains a vigorous institution with high school courses attended by over one hundred and thirty boys and girls. Ridgley C Clark is the principal.

Lawrence Academy, in the beautiful old town of Groton, Mass., was incorporated in 1793 as The Groton Academy. In 1846 it received its present name in honor of the liberal gifts of Amos and William Lawrence. Co-educational until 1898 it has since, under the present head master, Arthur J. Clough, who entered on his work in 1908, become exclusively a boys' preparatory school giving special attention and aid to the individual. The moderate cost of tuition and numerous scholarships and prizes and the able administration attract about forty boys from far and near.

The Cheshire School, Cheshire, Conn., was founded in 1794 as the Episcopal Academy of Connecticut and during the middle of the nineteenth century played an important part in the education of southern New England Following the trend after the Civil War it became a military academy. Its alumni include many, like J. Pierpont Morgan, whose names have become prominent. The school is now under private management, having been leased in 1910 to Paul Klimpke, a graduate of Yale and a former master in the Taft School.

The Oakwood Seminary was founded in 1796 as the Friends' Academy in Dutchess County, N.Y., and was subsequently removed to Union Springs on Cayuga Lake where it was incorporated in 1860 receiving its present name in 1876. It is an endowed college preparatory school accommodating over eighty boys and girls, one-third of whom are day pupils. Walter H. Wood is the principal.

Hartwick Seminary in the town of the same name in central New York, both named for their founder, was opened in 1797. As provided by the charter its principal, J. G. Traver, is a Lutheran clergyman and a course in Lutheran Theology is given.

The Westtown Boarding School, Westtown, Pa , is a day school under the patronage of the Society of Friends and only members of that order are admitted. The school was founded in 1799 and since that time eleven thousand boys and girls have been educated there. William F. Wickersham is the principal.

Milton Academy was established by an act of the legislature in 1798, opened in 1807, and continued with short periods of suspension until in 1866 when, on the establishment of a town high school, it was closed. The board of trustees, however, having secured additional funds, reopened the academy in 1885 on a new site. Until 1901 the academy was co-educational, but in that year boys and girls, except those in the primary department, were given separate buildings and instruction. The girls' school is for day pupils only, but Hathaway House, not a part of, but under the supervision of the academy, provides for eighteen girls. The boys' school and the academy dormitories are exclusively for boys in the last six years of college preparation. The board of trustees is made up of men and women prominent in Milton and Boston. The school achieved great success during the long administration of Harrison Otis Apthorp. After an interregnum of less successful management the academy has regained its former prestige under the able administration of the present head master, Frank Edwin Lane, and W. S. W. Field, the acting head master. The patronage of the boys' preparatory school though from all over the country is largely from the leading families of Milton and greater Boston. The spirit of the school is honest, the character of the work thorough, and the boys lead a simple, wholesome life in intimate relations with the masters.

Nineteenth Century Academies

The East Greenwich Academy, R.I., a co-educational boarding school established in 1802, is conducted by a board of trustees under the Methodist Episcopal Church of New England and northern New York. It offers college preparatory, commercial, and music courses at low cost, and while it draws one hundred and fifty boys and girls from all over New England, its patronage is largely local.

Hebron Academy, Me , an old-time co-educational institution begun in 1804, has, under the virile administration of William E. Sargent, principal since 1885, maintained its prestige. It yearly attracts two hundred and fifty students from all over Maine, and a few from northern New England as well, a large number of whom prepare for Colby College. Hon. John D. Long is president of the board of trustees.

Monson Academy, Monson, Mass., dates from 1804. It is a boarding school for boys with a co-educational day department Henry Franklin Dewing (A.B., Harvard) is the principal.

Norfolk Academy, Va., was founded in 1804 and incorporated under a board of trustees. The present classical building was erected in 1840. It is a day school with a seven-year course attended by over a hundred almost wholly from Norfolk. The faculty of six are all college graduates.

Lincoln Academy, Newcastle, Me, opened in 1805, still offers a four-year course to both boys and girls. It is attended by more than one hundred and twenty-five students of the region. The principal is G. H. Larrabee.

Bellefonte Academy, Bellefonte, Pa, was organized and incorporated by the legislature in 1805. The academy has steadily grown and in the last three years enrolled nearly three hundred boys coming from nearby towns. There is a boarding department limited to forty. The Rev. James Potter Hughes, the head of the academy for forty-five years, was succeeded in 1900 by his son, James R. Hughes.

Albany Academy, N.Y., founded in 1813, has in the last twenty-five years prepared over three hundred boys for the leading colleges and scientific schools. Henry P. Warren has been the principal since 1887. The attendance of two hundred is almost wholly local. Military drill is required of all and a cavalry troop is maintained.

North Yarmouth Academy, Me., formerly North Yarmouth Seminary, was established in 1814 and though still co-educational is largely a boys' school with the usual four-year course. There is a boarding department. J. Otis Hall, Jr. (A B., Harvard), is the principal.

The Cazenovia Seminary, in the town of the same name in the lake region of central New York, was founded as early as 1824, and is the oldest continuously existing Methodist Conference seminary. In its long history it has done much for education in New York State. In the ninety years of its existence it has had more than fifteen thousand students many of whom have since become prominent. It is a prosperous, endowed co-educational boarding and day school offering a wide range of courses. It is attended by nearly two hundred students. Rev. Charles Drake Skinner, D.D., has been the president since 1908.

The Maine Wesleyan Seminary, Kent's Hill, Me., in its ninetieth year, is a prosperous, endowed co-educational boarding and day school with a large farm, providing varied courses which attract two hundred and twenty-five students from all over the state. The course in agriculture is especially well given. In its ninety years of existence fifteen thousand students have passed through its halls. J. O. Newton (A.B., Wesleyan

Univ.) is a vigorous administrator and keeps the institution in the front rank of Maine schools.

Coburn Classical Institute was established in 1829 as an academy preparatory to Waterville, now Colby College. It was given its present name as a result of endowments received in 1874 from Abner Coburn. The school offers college preparatory and general courses to one hundred and twenty-five boys and girls coming not only from the surrounding towns but also from throughout northern New England. George Stevenson, a graduate, was head master here for some years until he gave up the teaching profession. He was succeeded two years ago by Drew T. Harthorn, A.M. George Otis Smith, Director U. S. Geological Survey, is president of the board of trustees.

Westbrook Seminary, Portland, Me., chartered in 1831, is an endowed co-educational school under Universalist control. It offers all secondary courses and a graduate course of two years. There are one hundred and twenty boarding and day students, largely from Portland and the surrounding towns with a sprinkling from other states and foreign countries. The boys and girls are accommodated in separate dormitories. The school has a notable body of alumni including men and women prominent in the affairs of New England. William M. Harris was succeeded in the presidency in 1914 by Clarence P. Quimby (A.B., Bates; A.M., Harvard), who came from successful teaching in the private schools of New Hampshire and Massachusetts.

Kimball Union Academy, Meriden, N.H., one thousand feet above sea level, was opened as a Congregational boys' school in 1815, but in 1840 a newly-started seminary for girls united with it. The one hundred and fifty pupils, though largely local, represent seven states and five foreign countries. Charles Alden Tracy has been the principal since 1905. Miss E. A. Kimball, founder of the Kimball School for Girls, Worcester, is the preceptress of the girls.

Wilbraham Academy, Mass., ten miles east of Springfield, chartered by the Massachusetts Legislature in 1824, is a continuation of Wesleyan Academy chartered at Newmarket, N.H., in 1817. Co-educational through its long history it has been attended by over twenty-five thousand students. The trustees appreciating the changes in the educational field closed the academy in 1911 and the alumni, having raised additional endowment, the school was reorganized and the new Wilbraham formally opened in 1912 under Gaylord W. Douglass, head master. The school affords boarding and day accommodation for sixty boys who come largely from rural New England. The school prepares especially for college.

Foxcroft Academy dates from 1823. It takes its name from the town of its location in Maine on the Piscataquis River. It continues a co-educational school attracting one hundred and forty boys and girls from the neighboring towns.

Montpelier Seminary, Vt., established in 1832 at Newbury, is a flourishing co-educational school under Methodist influence, giving a good educational training at low cost In 1866 the school moved to Montpelier. Special emphasis is put on college preparation and a large percentage of its graduates go to college, although a variety of other courses is offered. There is an enrollment of one hundred and seventy largely from the state of Vermont. The principal since 1914 is the Rev. John W Hatch (Univ. of Maine, '88), who is a man of enthusiasm and initiative

Genesee Wesleyan Academy was established by the Genesee Conference in 1832 at Lima, eighteen miles south of Rochester. It is a co-educational school enrolling over two hundred boarding and day students, nearly all from New York State. A variety of courses is offered both in the elementary and high school work, but college preparation is emphasized. The Rev. Earl D. Shepard is the president.

Friends' Select School is a descendant of the earliest schools established in the seventeenth century by the Friends in Philadelphia. The present school follows the plan adopted in 1832 when two separate schools were established for boys and girls. In 1886 these were united, the school becoming co-educational. It is a day preparatory school with a large elementary department and an attendance of three hundred, two-thirds of whom are girls Walter W. Haviland, a graduate of Haverford, is the principal.

Connecticut Literary Institution, Suffield, dates from 1833. Following the trend of the times it now emphasizes its boarding department known as THE SUFFIELD SCHOOL, which is exclusively for boys, though girls are still admitted as day pupils. A loyal body of alumni have contributed a small endowment, making possible substantial rather than pretentious aids, at moderate cost. Two years ago, Hobart G. Truesdell became principal, succeeding Ralph K. Bearce, now of Powder Point School.

Troy Conference Academy, Poultney, Vt., established in 1834 by the Methodists, is a co-educational boarding school with separate dormitories for boys and girls coming from all parts of the United States, but largely from New York and New England. Since the destruction by fire of the old building in 1908 new buildings have been erected, so the equipment is modern. The school has received many endowments and generous gifts and is thus able to offer thorough instruction at a moderate cost. The total attendance is three hundred. Charles L. Leonard, A.B., D.D., is the principal.

Worcester Academy, incorporated in 1834, is situated in spacious grounds upon an eminence in the city of Worcester, Mass. The endowment of three-quarters of a million makes it possible to offer at a moderate price thorough practical instruction in a broad curriculum; and the equipment for other activi-

ties is complete and modern Dr Daniel Webster Abercrombie came to the school as head master in 1882. At that time it was a run-down, co-educational academy of the old type. Dr Abercrombie, a graduate of Harvard College and Harvard Law School, had travelled and studied abroad making a special study of foreign secondary schools. Under his able administration and dominating influence Worcester Academy has steadily grown in efficiency, in numbers, and endowment, until today it is a prosperous community of three hundred boys who come from more than thirty states and a dozen foreign countries, though half of them are from the smaller towns of Massachusetts About two-thirds of the graduates enter college. The spirit of the place is ruggedly democratic and American.

The Mercersburg Academy, Pa., dating from 1836, remained a purely local institution until the present head master, Dr. William M. Irvine, took charge in 1893. Dr. Irvine was educated at Phillips Exeter and Princeton and afterward made a special study of such English "public schools" as Rugby, Eton, and Harrow. He has organized Mercersburg following the best traditions of Exeter and incorporating some of the features of the English schools. Under the vigorous and able administration of Dr Irvine the school has grown to an almost national patronage enrolling over four hundred boys, one-third of whom come from wide-spread regions outside the state. Each year the academy sends more than one hundred boys to college, and during Dr. Irvine's administration Mercersburg boys have entered ninety-five different colleges and universities in this and other lands. A notable innovation is a modification of the Princeton preceptorial system. Five college men have recently been engaged who hold no formal classes but assist the laggards to keep up in their work. There is a rugged vitality about Mercersburg, and the atmosphere of the school remains intensely democratic.

The Pennington School, eight miles from Trenton, recently celebrated its Diamond Jubilee. The school was established by the Methodist Conference and through the efforts of the Rev. John Knox Shaw, who raised a large fund, was located at Pennington. It is a moderate-priced boys' preparatory school accommodating about one hundred and seventy-five boarding and day pupils, most of whom come from New York and New Jersey. There are eight thousand living alumni many of whom have distinguished themselves in public life. Frank MacDaniel (A.B , A.M., D.D., Dickinson; B.D., Drew Theol. Sem.) is a capable head master.

Williston Seminary at Easthampton, Mass., was established in 1841 by Samuel Williston, a wealthy button manufacturer, whose family have through generations continued their interest and support. In its early history the school was co-educational but for fifty years it has been exclusively a boys' school. Its educational policy and academic standards were

greatly influenced by Professor William S Tyler of Amherst College. Nearly ten thousand pupils have attended the school since its opening, and its present enrollment is upward of two hundred, many of whom are preparing for college. The present principal, Dr. Joseph Henry Sawyer (A B , '65, L.H D , '02, Amherst), has been connected with Williston for nearly a century.

The New Bloomfield Academy, in the Blue Ridge region of Pennsylvania, has for seventy-seven years been a co-educational preparatory school with boarding and day departments accommodating one hundred and fifty students, chiefly from the surrounding country. Added endowment recently received has made possible improved equipment. The school is conducted by Donald C Willard (A.B., Univ of Penn.), the principal, and the Rev Joseph S. Roddy, the director The school specializes in a junior department for pupils under twelve

The Episcopal High School, the diocesan boys' school for Virginia and West Virginia, was established near Alexandria in 1839. A. R. Hoxton was appointed principal about a year ago following the death of L. M. Blackford, who had been principal for more than thirty years. The school maintains a high standard in college preparatory work and enjoys an enviable reputation among the schools of this region. There are one hundred and seventy pupils in attendance

Palmer Institute was founded in 1839 as Starkey Seminary, so named from the town where it is located on Lake Seneca, N Y. About twenty-five years ago the name was changed because of the benefactions and endowment of the Hon. Francis A. Palmer It is a co-educational boarding and day school with elementary and high school departments. There are about sixty pupils in attendance. Martyn Summerbell is the president.

St. Johnsbury Academy, Vt., is a large co-educational school of local patronage accommodating three hundred and thirty students. It was founded and endowed in 1843 by three brothers of the Fairbanks family. Scholarships and many gifts enable the school to offer varied courses at low cost. College preparation is the first aim but instruction is offered in industrial training, commercial work, and fine arts The principal is Martin G. Benedict.

Wyoming Seminary, near Wilkesbarre in the Wyoming Valley, Pa , was founded in 1844. It is a prosperous example of the old-time academy, providing liberally for the education of the sons and daughters of the region round about. There are over five hundred students annually in attendance, one-half of whom take the academic courses. The president, Dr. Levi L. Sprague, an alumnus of the institution, has been connected with the school since 1868 and has been the president since 1882.

Germantown Friends School, Pa , the largest of the Orthodox Friends schools in and about Philadelphia, was established in 1845 for their children exclusively, but since 1885 all denominations have been admitted. In 1849 oversight of the meeting was discontinued and the school was conducted as a private enterprise for nine years when the Friends again assumed control. It is a successful day preparatory school accommodating four hundred and thirty girls and boys and is so popular as to have a waiting list Stanley R Yarnall is the principal.

Tilton Seminary was founded in 1845 and incorporated in 1852 as the New Hampshire Conference Seminary. Removed in 1862 to Tilton, nineteen miles north of Concord, it adopted its present corporate name in 1903. In its long history as a co-educational school it has enrolled over eight thousand students and today is attended by three hundred, one-third of whom come from outside the state. Under the strong and able administration of George L. Plimpton, who has been the principal since 1896, the seminary has greatly increased its endowment and numbers, and is well equipped to maintain the best traditions of the old academies.

Milton Academy, Md., Baltimore's oldest private school, was established in 1847 and has had some prominent alumni. It is a day school with night sessions and a summer term, preparing for college, business, and civil service examinations.

Blair Academy, Blairstown, was founded and liberally endowed in 1848 by John I. Blair under Presbyterian influences and was long known as Blair Presbyterian Academy. The school is co-educational though in recent years it has tended to become a boys' school and additional endowments have been received. Of the more than two hundred boarding and day pupils approximately one hundred and fifty are boys. The Rev. John C. Sharpe (A B., Univ. of Wooster '83, A.M., '87, D.D., Lafayette '99), principal since 1898, has had a long educational experience and was for fourteen years previously connected with Shady Side Academy, Pittsburgh.

Williamsport Dickinson Seminary is a co-educational high school founded in 1848 by the Methodists. It is attended by over three hundred students from Williamsport and nearby towns of central Pennsylvania. The generous gifts of friends enable the school to offer a variety of courses at low cost. There is an elementary department as well. The Rev. B. C Conner, a graduate of the Seminary and of Wesleyan, has been the president since 1912, and had previously had wide experience in teaching and in the ministry.

NEW ENGLAND

Chauncy Hall School, 553 Boylston St., was established in 1828 by Gideon F. Thayer, who made it for thirty years a pioneer in many educational innovations The development of the city has several times necessitated changes of location, but it has long been a familiar feature of Copley Square The school has undergone many changes of management Notable among its recent heads have been Edwin DeMeritte and Rev. James B Taylor. In recent years the school has prepared exclusively for the Massachusetts Institute of Technology, a score of boys entering annually. Mr. Franklin T. Kurt has been connected with the school since 1896 and has been the sole principal and owner since 1910.

Noble and Greenough School, 100 Beacon St , was founded in 1866 by Mr. George W. C. Noble (A.M., Harvard '58), who is still head master, and was for many years managed, until his death in 1913, by Mr. James J Greenough, son of Professor Greenough of Harvard. The association of these two able, enthusiastic scholars resulted in the most stable and influential day school in New England, drawing its two hundred and twenty scholars from the fashionable families of greater Boston. Most of the seven hundred alumni are graduates of Harvard.

Volkmann School, 415 Newbury St., is one of the leading day schools of Boston, and naturally its function is chiefly in preparing boys for Harvard. For twenty years it has been maintained by Arthur L. K. Volkmann (A.B., Cornell '78), formerly a popular teacher at Hopkinson's. His new school succeeded in large part to the popularity of "Hoppy's" and for some years held the primacy among Boston schools. For the past fifteen years the school has occupied a building especially designed for it, and in this regard it is unique among Boston schools. Mr. Volkmann is a man of breadth and liberality with unfailing faith in boys, and his strong personality and knowledge of boy nature enable him to exert a valuable influence upon them. He is ably supported by the wholesome influence of Mr. F. A. Sheldon (A.B., Amherst '93) as head master and others associated with him.

The Stone School, 59 Chestnut St., has since 1879 been conducted by Mr. Charles W. Stone, who originally won a wide reputation for unusual success in tutoring boys for the Harvard entrance examinations. There are now full facilities for all desirable branches of athletics, in which the school has made an unusual record.

Mr. Legate's Private School, 66 Beacon St., is the successor of the Hopkinson School, familiarly known for a score of years as "Hoppy's," in its day perhaps the most fashionable Harvard preparatory school in Boston. It in turn had succeeded the Dixwell School. The two schools in their career sent over eight hundred boys to Harvard. Mr Legate, a teacher in the school since 1879, has been head master since 1905 In the past ten years he has prepared about twenty boys for Harvard.

The DeMeritte School, 815 Boylston St., is a day school preparing for colleges and technical schools, established fifteen years ago by Mr. Edwin DeMeritte (A B., Dartmouth). Mr. DeMeritte has had many years' experience in Boston schools, having been a teacher and principal at Chauncy Hall and the principal of the Berkeley School.

The Huntington School, Huntington Ave , now in its sixth year, has proved most successful in utilizing the unequalled new plant and equipment of the Y. M. C. A. The facilities offered not only in college preparatory and technical work but in the courses in commerce and business make a wide appeal. The school has had a very rapid growth and now enrolls over three hundred and fifty pupils, more than two-thirds of whom are taking the college preparatory course. Mr. Ira A. Flinner (A.B., Harvard '11) is the head master.

The University School, 899 Boylston St , is a day preparatory school founded in 1905, which later absorbed the older Ballou and Hobigand School. The principals are Mr. Rest F. Curtis (A.B., Harvard), for forty years a teacher in Boston schools including Chauncy Hall, and Mr. Eugene C. Webster (A.B., Harvard; B D., Yale).

The Browne & Nichols School, 20 Garden St , Cambridge, was founded in 1883 by Mr George H. Browne, A M., and Mr. Edgar H. Nichols, A.M., Harvard classmates, soon after their graduation They were pioneers in enriching the rather meagre curriculum of the day. Mr. Browne's personality and intense enthusiasm incite in his boys a genuine devotion to the sound scholarship which has always distinguished the school. Since the death of Mr. Nichols, the Rev. Willard Reed has with Mr. Browne been joint principal. The appreciation by Mr. Nichols's pupils of his nobility and devotion is memorialized in Nichols Field, an athletic ground on the Charles River Parkway, opposite Soldiers Field, providing facilities for sports and the usual features of a country day school. The school prepares almost exclusively for Harvard, and the masters are all Harvard men. At first its patronage came almost entirely from the established families of Cambridge and greater Boston; but in recent years as its enrollment has grown, pupils have been drawn from other states.

William Whiting Nolen, familiarly known as "The Widow" (A.B., Harvard '84, A.M. '86), Little Hall, Harvard Sq., Cam-

bridge, has since 1886 been engaged in private tutoring for entrance and college examinations His reputation for success has been so remarkable that he now requires sixty assistants to give instruction in all college and entrance subjects.

The Longwood Country Day School, 36 Browne St., enjoys a small patronage from wealthy families of the Back Bay and Brookline. The school was established by Miss Ware and Miss Park of Miss Pierce's School and is for younger boys only.

The Country Day School for Boys of Boston is located on Nonantum Hill, Newton It was established in 1907 by citizens of greater Boston to secure for their sons the advantages of an all-day school in the country. It was directly inspired by the ten years' success of this educational departure at the Gilman Country School and may be regarded as the first on the Baltimore plan. The school was opened under the efficient leadership of Mr. Shirley K. Kerns (A.B., Harvard '98), one time master of English in the Gilman School, its acting head master in 1900–01, and later a master at Middlesex. Inaugurated under the best of social auspices the school was a success from the start, but credit must be ascribed to the kindly, pervasive personality of Mr. Kerns, whose tact and ability inspired confidence. The enrollment includes one hundred and forty-five boys who come from the substantial families of greater Boston. By careful elimination the college preparatory work has been maintained at a high standard so that in 1914 the school made the highest record on Harvard College entrance examinations.

The Allen School, West Newton, is an old school under new management. It was originated in 1853 by the late Nathaniel T. Allen, whose daughters established the nearby Misses Allen's School for Girls. For many years it was successfully directed by the Allen brothers. In 1900 the school ceased to exist, but the name was given to a new school opened in another part of the town by Mr. Everett S. Jones (A B., Harvard '90). Mr. H. B. Gibbs (A B., Amherst) is the present head master. Many of the country day school features have been adopted.

The Fessenden School, on the outskirts of West Newton, is for young boys, fitting them for the leading secondary schools. Its aim is to teach boys how to study and form correct habits of work so that they will be adequately prepared to meet the demands of the secondary schools. The head master, Mr. Frederick J. Fessenden (A.M., Williams), an efficient organizer, is a man of modest and somewhat retiring temperament but winning personality. Mr. and Mrs. Fessenden create a genuine and sincere home atmosphere, Mrs. Fessenden giving the boys many little attentions unusual in a school.

The New School, opened at Wellesley Hills in 1912 by Mr. and Mrs. Edmund Blake Barton, previously in charge of younger boys at Noble and Greenough's, accepts both boys and girls

under twelve and keeps the boys until ready for college. It is inspired by the movement originated by Cecil Reddie and followed with such success at Abbotsholme, England, and several continental schools. The methods are uniquely simplified and progressive.

The Danforth School, Framingham, is a small school for boys under sixteen recently established by Mr. James Chester Flagg, A.B., formerly connected with the Morristown and the Hackley Schools. Mr. Flagg gives his boys close supervision and prepares them for the final years at the secondary schools The school is located on a farm outside the town.

Middlesex School, Concord, was established in 1901 by Mr. Frederick Winsor (A B., Harvard '93) whose family name will be recognized about Boston as prominent in education and finance. After graduating from Harvard Mr. Winsor taught for two years at Phillips Exeter. From 1897 he was for four years head master of the Gilman Country School, Baltimore. In 1901 he interested a group of influential Harvard men of Boston to assist him in organizing the Middlesex School. Middlesex has from its beginning been financed and trusteed by Harvard men; its masters are Harvard graduates; and the school draws its patronage from those families throughout the country predisposed toward Harvard as the college for their sons.

Today the school accommodates somewhat over one hundred boys, less than one-half of whom come from Massachusetts. At Middlesex we find the best features of the Episcopal Church schools adapted to a non-sectarian environment. The house system, first introduced in American schools by Dr. MacKenzie at Lawrenceville, has been adopted. Each house accommodates twenty boys under the supervision of a house master and an assistant master. The spirit of the school is honest and virile with a simple, wholesome life characterized by intimacy between the boys and the masters.

Mill Brook School, Concord, is a small country school for city boys, accepting both day and resident pupils and offering college preparation and manual training. Wilmot R. Jones, a member of the Society of Friends, is the head master.

The Mitchell Military School, Billerica, an institution for young boys, is one of the few military schools in New England. It was founded in 1870 by Moses Campbell Mitchell at Billerica and is now carried on by his son Mr. Alexander H. Mitchell, A.B. The school receives about fifty boarding pupils under sixteen years of age.

The Powder Point School for Boys, Duxbury, was first opened in 1886 by F. B. Knapp and was formerly almost exclusively a preparatory school for the Massachusetts Institute of Technology. For several years Mr. Henry P. Moulton was the proprietor and still more recently the school has come under the vigorous and able management of Mr. Ralph K. Bearce, formerly of the Suffield School.

Edwin Bryant Treat's School during the summer months is located at Oak Bluffs, Martha's Vineyard, and during the six winter months at Helenwood, Tenn., in the midst of a seven thousand acre hunting preserve high up in the Cumberland Mountains. A dozen boys from wealthy families are tutored for college.

St. Mark's School was founded in 1865 by Joseph Burnett, a wealthy Boston merchant and manufacturer, who is said to have been inspired by the success of St. Paul's, and by the desire to have a similar school in his own native town of Southborough. Members of the Burnett family have continued on its administrative board watchful of the interests of the school Beginning with twelve boys the school has at intervals increased its dormitory accommodation and in recent years receives nearly a hundred and fifty. Assured of prestige from the first, it developed steadily in strength and efficiency under the capable management of William E. Peck, head master from 1882 until 1893.

St Mark's is a Church school of the parental type. A notable feature is that all the school activities are confined to one large building. "That the entire life of the school should be under one roof," one of its masters wrote a few years ago, "its chapel services, study, recitations, eating, and sleeping, means much not only for convenience, but also for community of interest among the boys and between masters and pupils." The boys of the three lower forms do not have separate rooms but occupy dormitories with windowed alcoves.

Though the general policy of St. Mark's was modeled after that of St. Paul's one notable innovation in American school boy life was introduced which has proved a valuable contribution and has been extensively adopted by private schools since established. A modification of the English "Lancastrian Monitorial System" which had its origin in England early in the century was successfully adapted to American conditions. From its opening St Mark's has had its present system of monitors, six or seven boys chosen from the sixth form who "are the representatives of the school, have certain duties and a general oversight of the life of the boys. They are supposed to stand for the school ideals and to exert their influence and leadership in all school matters."

St. Mark's offers an intimate, proscribed, community life, admission to which is eagerly sought and rigidly restricted. It is distinctly a "fashionable school," as Mr. Arthur Ruhl puts it, "in the sense that socially ambitious parents will move mountains to get their sons admitted, and that a list of the boys' names reads like a rather carefully expurgated Social Register of Boston and New York. There is so long a 'waiting-list' that unless a boy is registered at birth he has little chance for a place." The Rev. William Greenough Thayer (A.B., Amherst '85, A.M., '88, D.D., '07), formerly a master at Groton, has been head master since 1894. A capable manager and adminis-

trator, he has zealously maintained the tone and high social standing of the school.

The Fay School was founded to prepare young boys for St Mark's, the year after its opening, by Harriet Burnett and Eliza Burnett Fay, cousins of Joseph Burnett. It also occupies part of the original Burnett farm, and the present head master, Mr. Waldo Burnett Fay, is a son of one of the founders. Mr. Fay was one of the first pupils of the school and after a varied experience in business and teaching took charge of the school in 1896. It is an Episcopal Church school of the parental type, preparatory for St. Mark's, Groton, St. Paul's, Pomfret, and other schools of their class. A strict adherence to English ideals of education is maintained, and thoroughgoing instruction in the traditional school subjects is offered. There are about eighty boys in attendance, three-fourths of whom come from New York and Massachusetts.

Groton School was the result of economic causes and a personality. The great accumulation of the wealth of the country, and the further development of social planes caused a further development of the movement which led to the founding of St. Paul's and St. Mark's. It was around the personality of the Rev. Dr. Endicott Peabody that this fresh development centered, and it resulted in the establishment in 1884 of Groton School. Dr. Peabody, its founder and head master, is a member of the Peabody family of Salem, long prominent in the mercantile and philanthropic life of the country. He was educated in England, graduating from Cheltenham College, took his master's degree at Trinity, Cambridge, in 1880, and after a brief interval of business in Boston, graduated from the Theological Seminary, Cambridge, Mass., in 1884. Dr Peabody has been described by Mr Ruhl as "an American with an English school and University training. . . . He is an all-around athlete, and yet a churchman; a scholar and yet a very graceful and sophisticated man of the world. Altogether his is a personality peculiarly fitted to win the confidence and lead the type of boy for whom Groton School was started"

Groton School began with a small number of pupils and masters carefully selected from the social and financial aristocracy of the country. Through a natural inheritance, from friend to friend, rather than from conscious intent, Groton has attained unequaled social prestige. Thus although Groton has always been a class school, this has probably not been the result of conscious effort on Dr Peabody's part. So long is the waiting-list that as an old graduate expressed it, "A Groton man wires to Dr. Peabody as soon as his son is born. Others generally think a letter is quick enough."

Although largely English in its inspiration and atmosphere, Groton is one of the most remarkable and successful institutions in American education today. It was established with the same earnestness and sincerity of purpose as was any foundation of Puritan times. From every American point of view it

is exotic, but it is sincere, and its sincerity commands not only the loyalty of its alumni, but the respect of those least in sympathy with its ideals. Groton attempts to steer a course between the "in loco parentis" plan of St. Paul's and the larger freedom of Andover and Exeter. A modification of the monitorial system which for twenty years has been in successful use at St. Mark's was adopted at Groton and has from the first proved successful, but at Groton the boys are called prefects. A head prefect and six prefects are appointed annually from the upper form They exercise a considerable measure of influence in the student body, which develops responsibility in the holders of those offices and lessens the load of the masters.

The boys at Groton do not have separate rooms; all except the prefects live in cubicles The system that is followed at St Paul's and St. Mark's for the younger boys is here continued through all forms, and Groton's system in this respect has been copied in the newer Middlesex School Two upper forms are provided with studies and the lower forms study at desks in large school rooms. The relations between master and pupil at Groton are particularly intimate in all branches of school activity. Of recent years an interesting effort at democracy has been made at Groton. A rule has been passed admitting a few boys each year from the West and South upon competitive examinations. The previous environment of these boys, however, must meet such a standard as would be approved by those patrons whose sons enter through the waiting-list.

Scholastic seclusion has been sedulously sought. The buildings, well known for their architectural excellence, stand some two miles from the village on a ridge overlooking the Nashua Valley. The most prominent feature is the chapel tower, which dominates the countryside. The chapel, a gift of W. Amory Gardner, who has long been a master in the school, is a notable example of late decorated Gothic.

Red House, a small home school limited to ten boys, opened at Groton in 1913. Under the direction of the head master, Mr. Carleton A. Shaw (A.B., Harvard '95), and his assistant the boys are prepared for secondary schools, especially Groton.

The Mount Hermon School, Northfield, started by Dwight L. Moody in 1881, faithfully embodies the vigorous Christianity of its founder. Here every boy has abundant opportunity to get an education, if he is in earnest,—and not otherwise, for each boy must give two hours a day to farm labor. "Mr. Moody undertook to make education possible for every poor boy who was willing to work, by offering a thorough secondary school course with emphasis on the religious motive, at the cost of $70 per term of fifteen weeks. Since the school opened thousands of boys, whose education had been or would otherwise have been neglected, have passed through its portals." The principal is Mr. Henry F. Cutler, A.M., who through years of preparation has fitted himself for his large task of administration.

Berkshire School, on the slope of Mt. Everett at Sheffield, was established by Seaver B. Buck in 1907. Mr. Buck (A.B., Harvard '98) was for eight years senior master at the Hackley School. Without the backing of any particular social clique, but as a result of service rendered the school has attained a remarkable success. It now accommodates somewhat over sixty boys who come from representative families in all parts of the country.

Mr. Buck is a master and an artist in dealing with boys. His forceful buoyant personality dominates the school and finds expression in vigorous and wholesome ideals. He is admirably supplemented by his wife who plays a vital part in the life of the school and knows each boy intimately. They both imbue the school community with a homelike wholesomeness, and the directness of their methods wins the lasting admiration of boys as well as parents. Institutional life is not emphasized, but stress is put on the school as a family. The divisions of the classes are kept small, and the boys are given much personal attention. There is no dormitory system but the boys occupy single rooms. The seniors, however, may have double studies with single bedrooms adjoining, and are given greater liberty and responsibility to bridge the step from school to college.

The Sedgwick School, originated in Hartford seventy years ago as Sedgwick Institute and moving to Great Barrington in 1869, was the first school in the Berkshires. Mr. Edward J. Van Lennep has for thirty years been its principal.

The Hallock School, Great Barrington, is a small boarding school established in 1908 by Mr. Gerard Hallock, A.M., who was for some years a master in the Hill School.

Pine Brook School, Worthington, on the edge of the Berkshires, has been recently established by Miss R. B. Dickinson for a few young boys.

Trinity School, Lenox, was established a few years ago for the children of wealthy summer residents of this region and provides opportunities for them to continue their schooling through the spring and fall months without interruption. Miss Lippincott is the principal.

Northside College Preparatory School, Williamstown, has been maintained for fifteen years by Mr. E. Herbert Botsford (A.M., Williams '82). It is a tutoring school preparing for Williams and other colleges.

The Hotchkiss School, at Lakeville, among the Litchfield Hills, was munificently endowed by Mrs. Maria Hotchkiss, a native of the region, and was opened in 1892. Edward G. Coy, the first head master, was a Yale graduate who had for nearly twenty years been a teacher at Andover. Mr. Coy, a man of pure and unselfish character, was one of America's great head masters, and in the organization and administration of the school

endowed it with his high ideals and left upon it the impress of his own fine personality.

The Rev. Huber Gray Buehler (A.B., Pa. Col. '83, A.M., '86), who had been a master in the school from its inception, since the death of Mr. Coy in 1904 has successfully administered the school. Under him the school has prospered and become one of the larger preparatory schools of the country. More than two hundred and fifty boys are drawn from upper-class families from all parts of the United States. The "cubicle" or "alcove" system is not in use here; the rooms accommodate from one to three boys. Yale influence predominates at Hotchkiss both because of proximity of that University and the large number of Yale men in the faculty and the board of trustees. As a result eighty per cent of the students prepare for Yale.

Salisbury School, at Salisbury in the Connecticut Berkshires, one thousand feet above sea level, was established in 1901 by the Rev. George Emerson Quaile, Irish by birth and educated at Trinity College, Dublin. It is an Anglican school which adheres to many of the English school customs. The life of the school is mainly under one roof. Its fifty boys represent all portions of the United States.

Kent School, established at Kent in 1906 by the Order of the Holy Cross of the Episcopal Church, is something of a departure in American education. It provides a high class private church school at low expense. It is intended for the sons of professional men who cannot afford the expensive private school. More than average ability is demanded of its applicants. In scholastic, social, and religious life a spirit of sincerity and democratic service characterizes the whole body. The boys do all the housework outside the kitchen and laundry, and take turns waiting on table. Under a system of self-government the pupils supervise even their own school room. The Rev. Frederick H. Sill (A.B., Columbia '95), a member of the Order, has from the first been head master.

Westminster School, founded at Dobbs Ferry in 1888, was in 1900 removed to Simsbury, fifteen miles from Hartford. The seventy boys in attendance come from various parts of the United States. Three hundred and fifty boys have prepared for Yale, Harvard, Williams, Cornell, and other colleges. Mr. W. L. Cushing (A.B., A.M., Yale), the founder and present head master, was for twelve years the rector of the historic Hopkins Grammar School in New Haven.

The Loomis Institute, Windsor, had its origin in 1874 when six of the Loomis family provided for a school on what had been, since 1639, the Loomis homestead. At that time a charter was drawn up and the school incorporated. But it was not until 1912 that the accumulated funds of over two millions were available. The trustees then decided to open a non-sectarian school with two separate departments, a day and boarding school for boys and a day school for girls. Nathaniel Horton Batchelder

(A B, Harvard '01), who had previously taught at Hackley and Hotchkiss, was appointed head master and organized the school, which opened in 1914 with an enrollment of forty-two pupils,—thirty-seven boys and five girls,—fifteen from outside of the state In addition to the college preparatory work courses in agriculture, business, and domestic science are provided.

The Taft School is rightly named. It was established in 1890 by Horace D. Taft, a brother of Ex-President Taft, who first located it at Pelham Manor and two years later moved it to Watertown. It is the expression of his personality to which he has given his whole life together with his high ideals of work and scholarship. Mr. Taft graduated from Yale in 1883, and, like his brothers, studied law and was admitted to the bar, but teaching was evidently his fore-ordained vocation for we find him back at Yale, a tutor in Latin from '87 to '90. Mr. Taft has proved himself a great head master Himself a tremendous worker, he may be said to inspire his boys with industry rather than to exact it of them. But there is no salvation for a boy at Taft except by hard work, and any boy who survives the course of several years at the Taft School is sure to have a well-trained mind. Mr. Taft sympathizes with the life of the boys on the playground as well as in the school room and at once wins their comradeship and confidence by his geniality and large-heartedness A judicious amount of freedom is a part of his discipline in order that a boy's school life may properly grade into the greater freedom of after life. The one hundred and seventy boys of the school come from the substantial and well-to-do families throughout the country. About half are from Connecticut and New York, and the Middle West is strongly represented. Naturally a strong Yale influence prevails.

The Gunnery School, Washington, is a school of historic interest opened by Frederick W. Gunn in the late thirties. "There was in it so much of abolitionism and other radical tendencies that it aroused great opposition and was for a time discontinued." "The Gunnery" was founded in 1850 by Mr. Gunn and his wife, Abigail Brinsmade Gunn. Mr. Gunn was a man of broadly religious personality, who dared to belong to no sect at a time when all was sectarian, and in education he followed his own advanced ideas. He made Gunnery one of the prominent schools of his time. Among its patrons were Henry Ward Beecher, Mrs. Stowe, and General John C. Fremont. In his story, "Arthur Bonnicastle," J. G. Holland has set forth the school and its master. Since Mr. Gunn's death in 1881 the school has been conducted by Mr. John C. Brinsmade (A.B., Harvard '74), a nephew of Mrs. Gunn, who on graduating from Harvard had come to the school as a teacher and two years later married Mr. Gunn's daughter. They are now assisted by their son, Frederick Gunn Brinsmade (A.B., Harvard '04). The school accommodates sixty boys in residence and a few day pupils from the neighborhood.

The Ridge School was opened in 1894 by William G. Brinsmade, a brother of the principal of the Gunnery School, on adjoining land. Since Mr. Brinsmade's death, five years ago, the school has been conducted by his wife, and since 1912 has been exclusively for boys under fourteen.

The Curtis School for Young Boys, Brookfield Center, is a home school for thirty boys. It has been maintained since 1875 by Mr. Frederick S. Curtis (Ph.B., Yale) and his wife, and now has the co-operation of their son, Gerald Curtis (Columbia). The strength of the school lies in this co-operation of two generations: the elder Curtis has a genuine love for boys and deep sense of the grave responsibility of a teacher's functions and untiring devotion to the needs of his pupils; the younger Curtis brings to his work a more intimate sympathy with boy life. A strictly parental attitude prevails and Mr. Curtis demands of his patrons perfect freedom in every detail of management, restriction, and discipline.

Rumsey Hall, a school for little boys, was founded by Mrs. Lillian Rumsey Sanford in her own home. It was moved to its present location on the outskirts of Cornwall several years ago. It is still under the general control of Mrs. Sanford, but Mr. Louis Henry Schutte (A.B., A.M., Yale) is the present head master.

The Sanford School, Redding Ridge, was founded about ten years ago by Daniel S. Sanford after his long and successful career in the Brookline High Schools. This school will appeal to those parents who "believe that the New England farm of their youth was the best educational institution that America has known, affording opportunities that are scarcely duplicated by the most carefully-planned courses in manual training of our urban schools." Mr. Sanford offers opportunities for individual education and all-round development in a natural wholesome way, free from the artificialities and formalities of usual school life. The influence of the old New England farm and of the "New School" movement of England and the continent is here shaped by the personalities and immediate presence of Mr. and Mrs. Sanford.

Ridgefield School, opened by the Rev. Roland Jessup Mulford in 1907, was incorporated the following year Dr. Mulford (A.B., Harvard '93, LL.B , '96, Ph.D , Johns Hopkins '03) had been a master at St. Mark's and Pomfret and head master of the Country School of Baltimore and the Cheshire School. From the beginning he has elicited the interest and endorsement of men prominent in education and religious life, who have served the school as trustees. Mrs. Mulford's sympathy and understanding have made her an active influence with the boys. The school is Episcopalian. In 1911 a new building accommodating fifty boys was erected near a lake three and one-half miles north of Ridgefield. The boys are between the ages of eleven and eighteen, and come from all parts of the country.

Brunswick School, Greenwich, is a day school patronized by the families of wealthy New York business men who reside here. Established in 1902 by the present head master, George E. Carmichael, it was three years later incorporated with the assistance of generous residents who appreciated Mr Carmichael sufficiently to raise the necessary funds for a new and permanent school home. The school has thus been fortunate in having the cordial support of its patrons. Mr Carmichael is a man with interesting and original ideas on such educational matters as the sequence of courses and arrangement of hours to maintain interest and lessen strain. The school rooms are models in light, in color scheme, ventilation, and seating plan. It is a preparatory school insisting on thorough work providing instruction throughout the school course. The faculty is especially strong and represents all the leading Eastern colleges. Provision is made for a few boys from a distance in private families under the supervision of the principal.

The King School, Stamford, now in its thirty-ninth year, was founded by Hiram U. King and incorporated in 1913. It is a day school patronized largely by the people of Stamford with accommodation for a small number of resident pupils in the home of the head master, Ralph Erskine Rearick (A.B., M.S., Princeton). This school has prepared about one hundred and fifty boys for the leading colleges.

Stamford Preparatory School, opened about five years ago by Alfred C. Robjent, formerly of the King School, makes a specialty of tutoring boys for college. The boys live in small groups in cottages presided over by a master and his wife.

The Harstrom School, Norwalk, has been maintained since 1893 by Dr. Carl A. Harstrom (Ph.D., Yale), and since 1899 exclusively as a college preparatory tutoring school. Three hundred of its pupils have received college entrance certificates.

University School, Bridgeport, now in its twenty-third year, is a small school offering a five-year course with individual attention, in preparation for college or professional schools. Mr. Vincent C. Peck (A.B., Yale) is the principal.

The Booth Preparatory and Tutoring School, 124 High St., New Haven, has since 1897 been successful in preparing boys for college examinations, particularly those of Yale. In addition to regular class work, one hour of private instruction each day is given a boy. Mr. George A. Booth (Ph.B., Bellevue Col. '93) is the principal.

The Hargrove, New Haven, was until last year maintained at Fairfield, Conn. It is a tutoring school for about a dozen boys who are given a home and ample attention and any amount of individual assistance, the charges being in proportion to the amount of tutoring.

The University School, 7 College St., New Haven, now in its fourteenth year, is a small tutoring school for Yale with a summer session. Mr. George L. Fox, A.M., the principal, was for sixteen years rector of the Hopkins Grammar School.

Roxbury Tutoring School, New Haven, was taken over in 1911 by J. W. Lowrance who has built up a strong organization and has had remarkable success. In recent years there have annually been prepared for Yale examinations one hundred boys, of whom ninety-nine per cent were successful.

The Rosenbaum Tutoring School, 262 York St, New Haven, claims that in the last two years out of one hundred and sixty boys prepared for Yale examinations only two have failed to pass.

Hamden Hall, Whitneyville, twenty minutes from the center of New Haven, is a country day school for boys established by Dr John P. Cushing (A.B., Amherst; Ph.D., Leipzig), formerly principal of the High School in New Haven. In addition to the characteristic program of the American country day school there have been introduced some of the best features of the new educational movements in England and the continent. The school has already in its third season attained success.

The Choate School, Wallingford, founded by the Hon. William C. Choate in 1896, has come into its fullest life in the last seven years under the capable administration of George Clare St. John (A.B., Harvard '02), who had in the previous six years been a teacher in the Hill, Adirondack-Florida, and Hackley Schools. Mr. St. John brought to his work rare enthusiasm, keen judgment, and ready sympathy, and he has impressed upon the school something of his own fine and discriminating temperament. He has been successful in the attainment of his purpose to keep that homelike atmosphere which endears the school to its pupils as a country home endears itself to a boy. The life of a boy at Choate is sincere and wholesome. The school has had a consistent growth and now numbers one hundred and twenty-five boys. The patronage represents no particular social set or geographical section, and there is no one-college influence exerted. The faculty represents many universities, and in a recent graduating class of twenty, seven different colleges were chosen. Instead of being confined to a rigid system of forms each boy is given the work he individually needs.

Pomfret School was founded by the late Wm. E. Peck in 1894 at Pomfret. After twelve years as head master of St. Mark's School Mr. Peck resigned to establish this school in order that he might more fully carry out his own ideals. Upon his death, which occurred in the winter of 1896–97, the property was taken over by the Rev. Wm. Beach Olmsted, L.H.D., who for ten years had been a master at St. Mark's. Dr. Olmsted's administration has brought great prosperity to the school.

His contagious enthusiasm, his tireless efforts and optimism have secured the interest of many people of wealth and social prominence whose gifts have made the physical equipment of the school comparable to any in the country. Since 1906 the school plant has been almost wholly rebuilt on a carefully thought-out plan. Pomfret is a school of the Episcopal Church, attended by about one hundred and thirty boys mostly from the wealthier families of the cities of the East. Monitors appointed from the sixth form help materially in the discipline of the school. Sound scholastic standards are maintained, and a simple, wholesome sincerity characterizes the school.

The Morris Heights School, situated upon an elevation in the suburbs of the city of Providence, is a day school established in 1899 with a small boarding department. The upper and lower schools have a total attendance of about ninety boys. Its close proximity to the country plays an important part in the life of the school. John Shaw French (A.B., Bowdoin '95, Ph.D., Clark Univ.), who from 1898 to 1908 was professor of Mathematics and for six years head master of Jacob Tome Institute, has been principal since 1908. About twenty boys are annually prepared for college.

St. George's School, Middletown, fronting the ocean near Newport, has developed from a private boarding school opened in Newport in 1896 by the present head master, the Rev. John B. Diman (A.B., Brown '85, A.M., '03, A.M., Harvard '96). Previously Mr. Diman had been a minister in charge of St. Columba's Chapel, Middletown, and for three years following a teacher in the University Grammar School, Providence. Mr. Diman is a man of impressive personality, a zealous churchman, and a tactful administrator. He has been successful in inspiring his patrons to liberal gifts toward the equipment of the school, and has built up a well-appointed institution. His supervision of the school is admirably supplemented by the sympathetic interest of his sister, Miss Diman. It is an Episcopal school, showing the influence of the earlier church schools in its prefectorial system, its surpliced choir, and the intimate relations of boys and masters. A special feature of the school is the attention given to nature study and science. The loyalty of its alumni is evidenced by the St. George Clubs at Harvard, Yale, and Princeton to which its boys go in about equal numbers.

Cloyne House School, Newport, embodies the ideas gathered in England by Dr. Oliver W. Huntington, the founder, in his study of the English schools. Dr. Huntington is the adopted son of Josiah P. Cooke, the celebrated chemist, and was formerly an instructor at Harvard. An especially interesting feature is the outdoor winter camp on the school grounds.

St. Paul's School, Concord, founded in 1855, marked a new trend in education in America. The economic development of the country and the great increase in wealth had created a place for a new type of private school which should meet more nearly

the requirements of a growing wealthy class who no longer wished for their sons the old type of democratic schooling. This need was first recognized by Dr. George Cheyne Shattuck, who in 1855 gave his estate near Concord for the purpose, as he expressed it in his deed of gift,—"Of endowing a school of the highest class for boys, in which they may obtain an education which shall fit them either for college or business, including thorough intellectual training in the various branches of learning, gymnastics and manly exercises adapted to preserve health and strengthen the physical condition, such æsthetic culture and accomplishments as shall tend to refine the manners and elevate the taste, together with careful moral and religious instruction."

The Rev. Henry Augustus Coit was called in 1856 by the trustees to the position of first rector of the new school Dr Coit, whose family name for two generations has been prominent in American education, had received his training under the Rev. William Augustus Muhlenberg, at whose suggestion he was later an instructor in the College of St James, Hagerstown. Dr. Muhlenberg's school at College Point, L I., which later became St Paul's College, in its eighteen years' existence exerted a great influence on the future private schools in America, for among his pupils in addition to Coit were several future bishops who were later influential in organizing the earliest Episcopalian Church schools of the parental type. At St. Paul's Dr. Coit entered upon a virgin field and during the formative years of the school he indelibly stamped his personality upon it. As Dr. Coit developed it the school showed the influence of his master, Muhlenberg, in its unreserved adoption of the "in loco parentis" theory. Combined with this was much from the English public schools which he had visited, freely adapted to new conditions, and inspiration was without doubt especially derived from Arnold's methods at Rugby. Dr. Coit was an able administrator and a keen student of boys and men. His career was marked by an unswerving adherence to lofty Christian ideals, and the strength of his success lay in his remarkable ability to inspire others with them. For nearly forty years, until his death in 1895, Dr. Coit was the head and heart of St. Paul's and made it one of the foremost of the American schools. Not without some reason has he been called the greatest of American school masters.

But Dr. Shattuck's influence has also been apparent. Established by a physician, St Paul's was perhaps the first school in which the deed of gift accented physical development; and healthy outdoor life has always characterized St. Paul's. But it may be questioned if the founder's co-ordinate aim of "æsthetic culture" has been equally well carried out. The beautiful situation of St. Paul's, two miles from Concord in the Valley of the Turkey River with its vast extent of woodland, fields, its rivers, and ponds, has offered every facility for outdoor life, for golf, tennis, swimming, canoeing, skating, and hockey. But even in outdoor life English influence was at first apparent. Dr. Coit encouraged cricket rather than baseball. The English school

room nomenclature, too, was here introduced to the American boy. St Paul's still has "forms" and "evensong." But such exotic introductions as "removes" and "matins" and even the cricket of Dr Coit's time are now forgotten.

The boys of the three upper forms have separate rooms. The younger boys have "alcoves" in the dormitories similar to the "cubicles" of many of the English public schools This custom here first introduced in the American private schools has been followed by Groton, St Mark's, and other schools. Anglican usages were so closely followed that Mr Oscar Fay Adams in his review of the school some years ago said, "St. Paul's boys are kept so continuously in an atmosphere of church-going that when once emancipated from it they determine to go to church thereafter as little as possible."

St. Paul's has grown to be one of the largest preparatory schools, enrolling over three hundred and fifty boys, who come equally from city and country, and largely from families of wealth and social prominence in all parts of the nation. The atmosphere therefore is cosmopolitan if not democratic. Two hundred and thirty-five of the two hundred and fifty boys graduating in the past five years entered college, and of these thirty-one left college without completing their course.

Dr. Coit's immediate successors have been somewhat overshadowed by his greatness. He was followed by his brother, Joseph Howland Coit, who had been vice-rector since 1865, while for a time his younger brother, J. Milnor Coit, presided as acting rector. Dr. Henry Ferguson of Trinity College was rector for five years. The present head master, the Rev. Samuel Smith Drury (A.B., Harvard '01), formerly rector of St. Stephen's Church, Boston, was made vice-rector of St. Paul's in 1910, and in the following year appointed rector. It is his purpose to raise the standard of scholarship and the general tone, and to make the school more democratic.

The Holderness School is the diocesan school of New Hampshire founded by Bishop Niles in 1879. It is beautifully situated among the foothills of the White Mountains at Plymouth. The rector, the Rev. Lorin Webster (A M., L.H.D., Trinity), his family, and the masters live in the same building with the boys and take their meals at the same tables.

The Stearns School for young boys, situated in the healthful country village of Mt. Vernon in southern New Hampshire, is maintained by Arthur French Stearns (A.B., Amherst), a brother of the head master of Phillips Andover Academy. There are thirty boys in the upper and lower schools.

The Lanier Home School, on the Piscataqua River, Eliot, Me., opened in 1914, is the outgrowth of the summer camp which for some years Mr. and Mrs. Sidney Lanier have there maintained. Mr. Lanier, son of the Southern poet, has inherited the poetic and creative temperament which Mrs. Lanier admirably supplements and executively utilizes for the inspiration of chil-

dren and grown-ups. It is a school of the most intimate sort for their own three children and a dozen others, where all organic life activities are made educative and the traditional artificialities of school are not permitted to interfere with the child's real life. It is education, inspiring, untrammeled by formalities that a child gets here. Materially the life is simple and inspirationally rich.

Abbott is a preparatory school for forty boys at Farmington under the vigorous administration of George Dudley Church (A.B., Brown), who in 1902 took over and incorporated what had previously been known as the Little Blue School. It was originated by the grandfather of Lyman Abbott and until recent years has been for young boys only. Mr. Church has sound, old-fashioned ideals regarding the education of boys, and he impresses his pupils with his mental and physical vigor He has made the school what it is today, one of a simple democratic life, where scholarship is made a requisite for athletic privileges, and where unquestioning obedience is the basis of control.

Vermont Academy, Saxton's River, five miles from Bellows Falls, after a long career as a co-educational institution was six years ago reorganized by Dr George B. Lawson (A.M., D.D., Colgate; Ph.D., Bonn) as a boys' school exclusively. Dr. Lawson gave up the ministry to undertake this and has made a great success of his task, and under him the school has become virile and inspiring. Something of this is due to James P. Taylor, who for several years gave himself unreservedly to the school, and it was in connection with the outdoor life and winter sports, which he did so much to foster here, that the Green Mountain Club was organized, out of which has grown the Greater Vermont Association to which Mr. Taylor now gives his whole time. There are about seventy students in attendance from wide-spread regions.

MIDDLE STATES AND MARYLAND

La Salle Academy, 44 E. 2d St., was opened in 1848 under the direction of the Brothers of the Christian Schools. The Rev. Brother Arnold is the principal.

New York Preparatory School, 13 W. 43d St., reorganized in 1893 under its present name by Emil E. Camerer (A.M., LL.B.) from an earlier foundation, prepares especially for regents and college examinations. In 1895 the Dwight School was merged with it and is now continued as a day department. A branch is also maintained in Brooklyn. The school gives special attention to those preparing for examinations at moderate cost.

Bovee School, 4 E. 49th St., has for twenty-five years been maintained by Miss Kate Bovee assisted by other women teachers It is a school of social standing which prepares about thirty boys for the Browning, St. Bernard's, and other schools.

The Browning School, W. 55th St., is in a way unique among the New York day schools. It is a high-class tutoring school to which admission is eagerly sought because of its social prestige and its long-established reputation for efficiency in preparing boys for college. Established in 1887 it has for a generation been presided over by John A. Browning (A.B., Columbia '76, A M.), a man of reserve and conservative tendencies, who has won a clientele of the highest class and has a tremendous hold on both his patrons and his boys. The school occupies three adjoining private houses remodeled in some degree for school purposes. Though the school fees are high enough to tend to exclude all but the wealthy, over one hundred boys are in attendance.

Allen-Stevenson School for Boys, 50 E. 57th St., was established by and continues under the direction of Francis B. Allen (A B., Harvard) and Robert A. Stevenson (A.B., Princeton). It is a rapidly growing school attracting pupils of various social classes because of the special attention given to physical development. The upper school prepares boys for the leading colleges The better attended lower school takes boys of six or seven and prepares them for the upper grades and for secondary boarding schools.

St. Bernard's School, 111 E. 60th St., is a successful school for younger boys with an attendance of about sixty. The afternoon recreation and study feature has recently been introduced and a new building is being erected. The present head, Mr. Jones, was formerly a popular teacher associated with Mr Craigie, an Englishman who maintained a school on English lines.

Kirmayer School, 34 E. 60th St., is a school for fifty boys maintained by Frank H. Kirmayer (S.B., Harvard). The boys do good academic work in preparation for boarding schools and colleges.

The Cutler School, 49 & 51 E. 61st St., a day preparatory school providing instruction from primary to college, was established in 1876 by Dr. Arthur Hamilton Cutler (A.B., Harvard '70; Ph.D., Princeton '85). The school adheres to conservative principles and high standards. It has prepared more than five hundred boys for the leading colleges, the great majority of whom have entered Harvard, Columbia, Yale, and Princeton, the numbers being in the order named. The list of the Cutler School Alumni includes the names of leading families in New York, and many of its former pupils have become prominent in the life of the nation.

The Buckley School for Boys, 696 Madison Ave., is a private day school, established in 1913 by Benjamin Lord Buckley

(A.B., Columbia), to prepare young boys for leading secondary schools. There are about thirty in attendance and boys as young as six are admitted. Mr. Buckley has proved himself exceptionally well fitted in the work of educating younger boys and deserves hearty support.

The Brown School of Tutoring, 241 W. 75th St, opened in 1910, grew out of the summer school established by Mr. Frederic L. Brown (B S., Syracuse) in 1906 It prepares both boys and girls for the leading secondary schools and colleges. There is accommodation for a small number of boarding pupils.

St. Ann's Academy, Lexington Ave. & 77th St., a day and boarding school, has since 1892 been conducted by the Marist Brothers and offers instruction from primary grades to college to two hundred and eighty students Afternoon work, recreation, and exercise are arranged for the day pupils.

Mr. Alfred W. Pinneo, 801 Madison Ave, in 1914 opened a school for younger boys. For twenty years he has been with Mr. Browning.

Loyola School, Park Ave near 83d St, opened by Rev. Neil N McKinnon in 1900 under the direction of the Jesuits. In 1907 Rev. David W. Hearn became the principal. It is a day preparatory school accommodating about sixty pupils.

Kelvin School, 331 W. 70th St., opened by Mr. G. A. L. Dionne (Wooster '93, Columbia '01), the head master, in 1903, is a college preparatory day school attended by about fifteen boys, over fifteen years of age. Mr Dionne is a charming gentleman and his work seems uniformly successful. The classes are small so that much individual attention is given without exclusive tutoring.

Berkeley School, 72d St. & West End Ave., named in memory of George Berkeley, Bishop of Cloyne, is a college preparatory school founded in 1880 and is under a board of trustees of which Mr. Wm H. Brown is president. It was first organized by John Stuart White, LL D., who was head master for twenty-five years and is now head of the Thomas Arnold School, Chicago. Five years ago Columbia Institute was purchased by the trustees and merged with the Berkeley School. In 1914 Mr. M. S. H. Unger, for many years the head master of the Manlius School, was appointed head master and assumed the management of the school, broadening the curriculum and establishing a boarding department. The school in its long career has sent over seven hundred of its graduates to college. Its clientele embraces some of the best-known families in New York City and elsewhere. The present enrollment is one hundred and twenty, who are preparing for college and technical schools.

The Carpenter School, 310–312 West End Ave., opened in New York in 1900 by H. Manning Carpenter, continues the work begun at Rochester in 1862 by his father. Mr. Carpenter

is an educator of unusual vision and sense of proportion. It is a day school preparing young boys especially for St. George's. The seventy boys are from the well-to-do families who wish for their young children especially able, yet sympathetic supervision. Special stress is laid upon practical manual training and out-of-door life, both handled with sound common sense.

Hamilton Institute for Boys, 599 West End Ave., a day school making a specialty of college preparation, has been maintained since 1892 by the present principal, N. Archibald Shaw (A B, Hamilton '82, A.M., '85). The school takes a prominent part in athletics. Mrs. Shaw conducts the adjoining but quite separate Hamilton Institute for Girls.

The Irving School, 35 W. 84th St., a large day school preparatory to college, has been maintained for a quarter of a century by Dr. Louis D. Ray (A.B., '82, Φ B K; A M., Columbia; Ph D, N. Y. Univ.). Mr. Ray as a New York boy was fitted for college by F. F. Wilson, now of the Columbia Grammar School, and after graduation served eight years as instructor under his old master in the Wilson and Kellogg School while further preparing himself for his profession. In 1890 at the suggestion of his friend, John A. Browning, Mr. Ray opened The Irving School with Mrs. Ray and Mr. Anton Reuter. Miss Brodhead became head of the primary department a year or so later and Mr. Berry of the faculty has served since 1898. They are all together still, and the personnel of these people have made the school what it is. Today the school has an enrollment of eighty boys and a faculty of twelve. Of the two hundred graduates about one hundred and fifty have entered Harvard, Yale, Princeton, Columbia, and other leading colleges.

Franklin School, 18–20 W. 89th St., formerly the Sachs Collegiate Institute, is a day school now in its forty-third year. It was founded by Julius Sachs in 1872 and was continued by him until 1907, when he gave up his two schools for girls and boys for his work at Teachers' College. The present principal, Dr. Otto Koenig, has been connected with the school since 1904 and continues the traditions and policy which have always characterized the school. Courses are provided from primary to college preparatory.

The Barnard School, Fieldston, W. 244th St., a day school for boys established in 1886, is one of a group of four schools, one for girls and two elementary schools, all bearing the same name in honor of a former President of Columbia. Influenced by the country day movement the school in 1912 opened on a new site overlooking Van Cortlandt Park, where the boys are kept occupied throughout the day. Mr. William L. Hazen, A.B., LL.B., has been the head master of the Barnard Schools since their establishment. The associate head master is Theodore E. Lyon. The kindergarten and elementary schools are under the direction of Katharine H. Davis. One hundred and fifty boys have entered the leading colleges from this school.

Horace Mann School, Fieldston, W. 246th St, was established as a model and experimental school in connection with the Teachers' College, a department of Columbia First opened in 1887, it was until last year co-educational. In 1914 it joined the country day movement, opening a boys' school opposite the playgrounds of Van Cortlandt Park, where it now offers all the facilities of the boys' country day school to pupils in the last six years of college preparation. Ninety per cent of the pupils prepare for college and eighty per cent enter. Virgil Prettyman (A.B., Dickinson '92, A.M., '95, Ph.D, '05) has been the principal since 1895. The upper school for boys over twelve is located at Riverdale.

Polytechnic Preparatory School, 99 Livingston St, Brooklyn, founded in 1854, is a well-known, local day preparatory school largely patronized by the people of Brooklyn. It is a department of Polytechnic Institute which in its later years has become largely an engineering college The preparatory school offers a nine-year course and has an attendance of five hundred. A large proportion of the pupils are relatives of an earlier generation who attended the school. Mr. Francis Ransom Lane (A M., Dartmouth '81; M D., Columbia '85), who except for an interval of six years has been head master since 1902, is assisted by a faculty of thirty.

Prospect Heights School, 51 7th Ave, Brooklyn, founded in 1899, is a day school with an enrollment of sixty-five patronized by the younger sons of Brooklyn families. William K. Lane (A.B., Williams '01) is the principal of the school and directs the college preparatory work.

The Flatbush School, Newkirk Ave. & E 17th St., Brooklyn, covers the first ten years of school work, kindergarten and elementary. Mr. Dwight R. Little, the principal, is a graduate of Williams, with degrees in education from New York University, and was for seven years head of Froebel Academy and previous to that instructor in the Brooklyn Polytechnic.

St. Paul's School, Garden City, is the Diocesan School of Long Island, controlled by the Cathedral Chapter of which the Bishop, the Rt. Rev. Frederick Burgess, is the head. St. Paul's was founded by Mrs. Cornelia M. Stewart as a memorial to her husband, Alexander T. Stewart. Mr. Walter R. Marsh (A.B., Harvard '89), the head master, formerly head of the Pingry School, is well known as the author of a series of mathematical text books. He has brought new life and efficiency to the school and built up a strong patronage largely from greater New York, though the school attracts a lesser number from the whole United States.

Kyle School, Irvington-on-Hudson, maintained by Dr. Kyle since 1890, is a small semi-military boarding school for boys of all ages. The school also conducts a camp in the Catskills.

The Craven School was opened in 1913 at Mattituck, L.I., by a former Presbyterian minister of that village, the Rev. Charles E. Craven.

Massee Country School, Lawrence Park, Bronxville, is a boarding school with a department for day pupils, conducted on the "country day" plan The enrollment is over sixty with accommodations for one-half as many more Dr W Wellington Massee (A.M., Columbia; Ph D., Christian Col.) has had long experience in tutoring boys of the leading New York families for college entrance examinations.

Westchester Academy was opened at White Plains in 1913 by Mr and Mrs. C. Wollmann, both of whom were educated abroad. It is a small preparatory school providing separately for both boys and girls. For the boys there is military drill.

Riverdale Country School was opened eight years ago by Mr. Frank S. Hackett in response to the demand of New York families for a nearby country day and boarding school. Following the country day school plan, which this school instituted in New York, the boy's whole day is utilized in school work and outdoor occupations. They may return home each night, or for week-ends, or remain at the school continuously. The school offers nine years of instruction attended by about eighty boys chiefly from greater New York, Yonkers, and vicinity.

The Kohut School for Boys is conducted on the plan of the country day schools at Riverdale-on-Hudson, and has boarding accommodation for forty. It was founded in 1908 by Dr. Kohut succeeding a school of long standing and is now conducted by Mr. Harry J. Kugel (A B , Yale) and Mr. Henry Friedrich (N. Y. U.). It draws its patronage from the Jewish families of New York City and its suburbs.

Heathcote School, founded at Harrison in Westchester County in 1901 by Mr. Arthur De Lancey Ayrault (A.B., Columbia), has attained a position of some social prominence. It is a large school for young boys having a resident department of twenty-five.

Roger Ascham School, White Plains, was established about five years ago by Mrs. Joseph Allen (Annie Winsor), a sister of the Winsors of Boston prominent in education and finance. Mrs. Allen is an able woman with sound and clearly defined ideas on education of children. Some years ago she set forth her views concretely and comprehensively in her book, "Home, School, and Vacation," in a way that is inspiring and stimulating for any parent. The Roger Ascham School was established to put these into practice and has met with marked and merited success. It is a day school for both boys and girls of all ages from kindergarten to college. To provide for the demand a branch school at 129 E. 79th St., New York City, has been opened for fifty boys and girls under eleven.

The Holbrook School, founded at Ossining, N.Y., in 1866 by the Rev. David A. Holbrook, Ph.D., has remained continuously in the Holbrook family and is today being conducted by Dr. Holbrook's sons and grandson. Dr. Holbrook was especially fitted to win the confidence and affection of boys, and the school attained an acknowledged position among the secondary institutions of its section largely as the result of his personality. Dr. Holbrook's sons have since his death in 1898 continued the administration of their father and in 1907 a grandson became associate head master. The wives of the principals play an important part in the social life of the school. There are eighty boys in attendance.

The Stone School, at Cornwall-on-Hudson, is a home school for young boys, established in 1867 and since 1887 has been under the control of the Rev. Carlos H. Stone. Three years ago Mr. Alvan E. Duerr (A.B., Williams '93) became associate head master and contracted to take over the school as Dr. Stone gradually withdrew. Mr. Duerr had had a broad experience in secondary schools at Exeter, Penn Charter, and Brooklyn Polytechnic, and brought to the school enthusiasm for his profession. He is a progressive Episcopalian much interested in settlement work and has been both president of the School Masters' Association and secretary of the Head Masters' Association. Mr. Duerr is opening new educational possibilities to increase the boy's individual efficiency by discovering with the aid of modern medical science the physical cause for mental inefficiency. The school recognizes the genuine educational value of the boy-scout movement, and its location on a spur of Storm King Mountain affords opportunity for the teaching of woodcraft and weekly hikes. The seventy boys in residence come largely from the vicinity of New York, though a considerable proportion are from wide-spread regions.

The Hackley School, Tarrytown-on-Hudson, founded under Unitarian influence and generously endowed by Mrs. Caleb Brewster Hackley, is administered by a board of trustees. Opened in 1899 with the Rev. Theodore C. Williams as head master there were frequent changes in the management, until in 1908 Walter Boutwell Gage (Exeter, and A.B., Harvard '94), who had been an instructor in the school since 1900, became head master. Mr. Gage is a man of vigorous personality and democratic ideals, open-minded to educational advance, enthusiastic, and devoted to the school. During his regime the school has prospered and since gained in prestige. Mr. Gage in his supervision of study and methods with his boys has shown ability to get out of the rut. It is distinctly a college preparatory school drawing one hundred and twenty boys from well-to-do families of the northern states, but funds are available for the assistance of boys of inadequate means. The lower school, about half a mile distant, is a separate institution though under the same administration.

Repton School for Young Boys, Tarrytown, was opened in 1906 under the management of Mr. O C. Roach and Mrs. L. M. Henly, on a part of the old Gould estate. Mr Roach is a young Englishman who brings to his work the best ideals of the modern type of English school. He is a man of quiet but definite personality, an educator of a type uncommon in this country. Mrs. Henly is an Englishwoman somewhat older whose motherly personality well supplements Mr. Roach. There is an attendance of fifty. Boys are accepted as young as seven and prepared for the best secondary schools. The boys are treated as individuals and taught to "respect their own and others' rights."

Pawling School was established by Frederick L. Gamage under conditions which assured its success from the start. Dr. Gamage (A.B., Brown '82, D.C.L., Hobart '98) had for fourteen years been head master of St. Paul's School, L.I. In 1907 he withdrew with many of the faculty, some of whom still remain with him, and established at Pawling, sixty-four miles north of New York City, a new school which opened the first year with eighty-five of his former pupils. As a memorial to his son who had died while a pupil of Dr. Gamage's at St. Paul's, George B. Cluett established the Cluett foundation which made possible the new buildings. The confidence felt in Dr. Gamage by his patrons has resulted in further generous gifts and endowments. The one hundred and forty boys come largely from New York and adjacent states.

Riverview Academy was first organized in 1836 on College Hill, Poughkeepsie, and was known as the Poughkeepsie Collegiate School until 1867 when it was removed to buildings erected for the purpose, which it has since occupied. In 1862, following the trend of war times, the school was reorganized on a military basis and it was thus continued for fifty years under the name of Riverview Military Academy. In 1912 the heir of the founder and former principal sold the property. In 1913 the school was reopened by its new proprietor, Mr. Clement C. Gaines (A.B., Hampden-Sydney Col. '75; A.M., '97; B.L., Univ. of Virginia '82; LL.D., Syracuse '10), as a college preparatory school with military features.

The Raymond Riordon School opened in 1914 at Chodikee Lake in the Southern Catskills, Highland. Mr. Riordon has for seventeen years been engaged in educational work,—of late at Interlaken School. Mr. Riordon's purpose is to get away from the formalism of the traditional school, to utilize the arts and crafts, and to stimulate constructive activity without essential neglect of academic instruction or college preparation. Lessons, industrial activities, and play are all conducted as much as possible in the open air.

Hoosac School, on the edge of the Berkshires, is closely associated with the Episcopal Church, its whole order being regulated and influenced by religious teaching. It was incorporated under a board of trustees in 1903 and the Rev. Edward D.

Tibbits is the rector. There are about fifty boys, half from New York State.

Christ Church School, Kingston-on-Hudson, is an Anglican residential school of the English type for twenty-five young boys, none over fourteen being accepted. It was established as a day school in 1910 by its present rector, the Rev. J. Morris Coerr (St. Stephen's Col.), and the principal, M. F. Elder (Trinity and Univ. of Toronto). It was opened as a boarding school in 1911, and two years later the school moved to Kingston.

La Salle Institute, Troy, conducted by the Brothers of the Christian Schools, was founded in 1853 and incorporated in 1891. Though Roman Catholic, it receives both Protestant and Catholic students. In addition to the usual studies, commercial subjects and military drill are features of the school.

Woodland School for Boys, Phœnicia, established three years ago by Mr. Erwin Spink, is a home school characterized by a wholesome outdoor life and making full use of the attractions of the environing Catskills. There are twenty-five boys from New York State.

Mackenzie School, Monroe, Orange County, was established by the Rev. James Cameron Mackenzie in 1901. Dr. Mackenzie was born in Scotland but educated at Phillips Exeter, Lafayette College, and Princeton Theological Seminary. In 1883 Dr. Mackenzie reorganized the Lawrenceville School and administered it for seventeen years, resigning in 1899 to organize The Tome School. In 1901, with the financial assistance of J. Scott McComb and other friends of the school, he established the present school at Dobbs Ferry. In 1914 to provide for a larger growth the school was removed to Lake Walton in the Ramapo region of Orange County, forty-eight miles from New York City. Dr. Mackenzie is the director and his son Alexander Mackenzie the head master. The average enrollment of the school has been one hundred boys, representative of the whole country. There is a junior department and a summer session.

The Mountain School, at Allaben in the Catskills, is an open-air school for fifty boys established in 1908 by Dr. Elias G. Brown (A.B., M D., Columbia Univ.).

The Adirondack-Florida School, founded in 1903 by the late Paul C. Ransom, inaugurated the plan of spending the spring and fall in the Adirondacks and the winter months in Florida. For six preceding winters Mr. Ransom had taken a group of boys to the present winter home, Cocoanut Grove, on the east coast of Florida south of Palm Beach. The fall and spring terms are on Rainbow Lake, near Upper Saranac. It is a successful tutoring school accommodating twenty pupils from leading families of the East. Upon the death of Mr. Ransom in 1907 Mr. L. H Somers (A B., Yale) became the head master.

The Lake Placid School, established in 1905 by Mr. John M. Hopkins, A B , who had formerly been a teacher in the Hill and Adirondack-Florida Schools, follows the plan of the latter. The school spends the spring and autumn on Mirror Lake, Lake Placid, the winter at Cocoanut Grove on the Biscayne Bay, Florida. There are upward of forty pupils and a teaching staff of eight.

Cascadilla School, Ithaca, was founded in 1870 by Prof. Lucien A. Wait, of Cornell, to afford special instruction for boys preparing for that college. Since 1893 Mr. Charles V. Parsell (A.M., St. Lawrence U. '81) has been in control. About ninety boys are in attendance.

Somes School, maintained by Albert Somes (A.B., Bowdoin) at Aurora, receives boys as young as eight years, and fits them for the secondary schools. The pupils are drawn for the most part from the central part of New York State, where the school has an established reputation, and they are under the constant personal care of both Mr. and Mrs. Somes.

Nichols School, Amherst & Colvin Sts., Buffalo, was begun in 1892 by William Nichols, who for fifteen years administered the school so that it attained success and prestige. In 1909, after the death of Mr. Nichols, a group of Buffalo's public-spirited citizens interested in providing for their sons a model school on the country day plan took over the school, incorporated it and purchased a new site facing the park, where they erected specially designed buildings and laid out ample playgrounds. The old staff of the school was retained for the most part with Mr. George Nichols, a cousin of the founder, as senior master. The trustees secured as head master Mr. Joseph Dana Allen (A.B., Vermont '93; A.M., Harvard '97), who for ten years had been head master of the De Lancey School, Philadelphia. The Nichols School has an attendance of one hundred and fifty boys from the leading families of Buffalo, and since its reorganization has sent seventy-five boys to fifteen of the leading eastern colleges.

Stevens School, Hoboken, the academic department of the Stevens Institute of Technology, is preparatory for that institution. An earlier existing school was reorganized and taken over by the trustees in 1870. It is a day school enrolling over three hundred students, chiefly from the vicinity of New York City. Frank L. Sevenoak (A.M., Princeton; M.D., College of Physicians and Surgeons, Columbia) is the principal and the Rev. Edward Wall, A.M., has been the principal emeritus since 1907.

Newman School, at Hackensack, draws its sixty pupils from the Roman Catholic families of wealth in all parts of the United States. It was established in 1900 under the patronage of the Archbishop of New York and in 1912 it combined with the Hume School of New Rochelle, N.Y. Jesse A. Locke, A.M., LL.D, is the head master.

Montclair Academy embodies the educational ideals and methods of J. G. MacVicar (A.M., Ypsilanti State Normal School '81), the present head master, under whose management the school was established twenty-five years ago. A steady growth in patronage and prosperity has marked the school's career, and at present one hundred and eighty boys are enrolled, coming largely from Montclair. The fact that several of the faculty have been with Mr. MacVicar during the greater portion of the life of the school has greatly assisted him in developing his methods, and has given the school a better defined personality than is commonly found in young institutions Last year the academy was placed under the control of a board of trustees, but no change was made in the organization or general management.

Kingsley School, Essex Fells, in the hills of northern New Jersey twenty-two miles from New York, a college preparatory school for sixty boys, has been conducted by James R. Campbell, M.A., since 1900. For thirty-five years Mr. Campbell has had the broadest experience in educational work as teacher in Stevens School, The Pratt Institute, Coe and Rutgers Colleges, and as director of Tome Institute. Mr. Campbell maintains a wholesome religious atmosphere and gives special attention to athletics and gymnastics. The patronage of the school is largely from New York and New Jersey with a number from more wide-spread regions.

Carteret Academy, Orange, commemorates Sir George Carteret's defense of the island of Jersey which gave the state its name. The school stands on land originally granted to him. It was established in 1901 by Dr. David A. Kennedy and Mr. Charles A. Mead (A.B., Yale) who in their long connection with the till then co-educational Dearborn-Morgan School saw the need for a boys' school in the community. With the encouragement and financial assistance of public-spirited citizens of the Oranges a corporation was formed. In 1906 Dr. Kennedy resigned and his place was taken by Mr. Oscar A. Beverstock (A.B., Amherst), formerly in charge of the Robbins School at Norfolk, Conn., and later a master in the Hotchkiss School. An elementary department was added three years ago so that now the school includes ten forms. Of the seventy boys one-third are in the lower four forms. Carteret has sent sixty-four boys to leading colleges, Yale and Princeton in preference.

Summit Academy, twenty-one miles from New York City, may be said to have begun in 1885 when the school came under the charge of the present principal, James Heard (A.M., Columbia). In 1895 its location was changed and the former military system abandoned. It is a small day school but resident pupils not exceeding eight are received in the family of the principal.

Pingry School is a day school at Elizabeth, founded in 1861 by the Rev. John F. Pingry, Ph.D., one of the great teachers of his day. It continued under his direction until 1892 when it

was incorporated. The two departments, academic and elementary, carry a boy from the age of six to college entrance. It has not outgrown the possibility of small classes, and boys are thoroughly prepared for the leading colleges. Walter R. Marsh, for seven years head master, was succeeded in 1907 by S. Archibald Smith (A.B., Univ. of Michigan) whose resignation takes effect in June, 1915. He will be succeeded by David Magie, Jr., who is at present assistant head master of Newark Academy.

Mr. Leal's School for Boys, Plainfield, is a small day school established in 1882 by the present principal, which has won an excellent reputation for college preparation.

Morristown School, thirty miles from New York City among the hills of northern New Jersey, was established in 1898 by a group of prominent men and is administered by a board of trustees, with an advisory board. Francis Call Woodman (A.B., Harvard '88) is head master and secretary of the board of trustees. It stands high as a college preparatory school for both boarding and day pupils, and is attended by about seventy-five boys largely from New York and New Jersey, but also with a scattering from all over the country. Through a committee of seven boys, elected by the students themselves, the school is governed in virtually all its activities, even to the control of the school room.

The Lawrenceville School in its present form is about thirty years old, but as early as 1810 Isaac Brown, a Presbyterian clergyman, opened a school on this site with nine pupils. From 1839 to 1878, as the Lawrenceville Classical High School under the management of the Revs. Samuel and Hugh Hamill, it prospered greatly and in that time enrolled twenty-five hundred pupils. John C. Green, one of the original nine pupils, had amassed a great fortune in the China trade and died childless. His executors, unrestricted as to the use of his great fortune, determined upon the establishment of an endowed preparatory school for boys. In 1881 "The Lawrenceville School on the John C. Green Foundation" was chartered. Dr. James Cameron Mackenzie was appointed head master and commissioned to prepare an outline of its domestic and educational policies and he reopened the school in 1884.

Dr. Mackenzie introduced the English "house" system, then a novel feature in American schools, which at Lawrenceville has proved a success. The boys below the upper form occupy separate houses, each presided over by a master and his wife, assisted by an unmarried master. Every house is a home unit, and there are inter-house instead of inter-class contests in athletics. The effect of this system has been to preserve and foster individuality, a problem difficult to attain otherwise in an institution containing four hundred pupils. In the "Upper House," for the boys of the Fifth form, there is more personal freedom than in the masters' houses; the discipline is largely

in the hands of the boys, in order that they may the better prepare themselves for the greater freedom of college life.

Dr. Mackenzie gave to Lawrenceville its present characteristic policy and under him it greatly prospered. Eventually, however, he tendered his resignation, owing, it is said, to a lack of appreciation on the part of the more recently appointed trustees and others who desired a change. He was succeeded by the Rev. Simon John McPherson, who for seventeen years had been a Presbyterian pastor in Chicago, and has since successfully conducted the school.

Lawrenceville is today one of the great and popular preparatory schools of the United States, attracting four hundred boys from all over the country.

The school though non-sectarian has Presbyterian leanings, which, together with proximity, incline the students to choose Princeton as their university. The atmosphere is intensely American, and to the boy of character and independence of spirit, Lawrenceville offers an opportunity to work out his salvation along lines much as in the outside world.

The life at Lawrenceville has already developed for itself an inviolable code of unwritten laws; it has developed a local vocabulary such as distinguishes English schools; and it has evolved time-honored customs and institutions. Mr. Ruhl mentions as characteristic "Among Lawrenceville's historical exhibits, the Jigger Shop, a semi-scholastic refreshment parlor kept by a Jersey philosopher who has learned the tastes of boys." These features, though without any formal acknowledgment by the authorities, play a characteristic and important part in the boys' life at Lawrenceville, so vividly portrayed by Owen Johnson in his "Lawrenceville Stories" and in "The Varmint." Professor Sloane from the academic side puts Lawrenceville's life more seriously: "Here men are disciplined; not to be snobs, but to be aristocrats; not to be tail-enders in the scrimmage, but to head the wedge and win the victory."

From such divergent presentations as these of Mr. Ruhl and Professor Sloane can be gleaned some ideas of the high standards and likewise of the living actualities of Lawrenceville life.

Princeton Preparatory School has for thirty-nine years had great success in preparing boys for the universities, particularly Princeton. John B. Fine (A.B., Princeton) is the head master. There are over sixty boys in attendance coming from all over the country.

The Princeton Summer School, now in its twenty-fourth year, has since 1906 been conducted by C. R. Morey, A. M. Hiltebeitel, and H. D. Austin with a permanent staff of experienced tutors. Nearly eight hundred boys have been prepared for Princeton out of whom only twenty-nine have failed to enter.

The Peddie Institute, at Hightstown, midway between New York and Philadelphia, began as early as 1864, but in 1879 was endowed and chartered under its present name in honor of its

benefactor, the Hon. Thomas B. Peddie. In 1898 Roger W. Swetland (M.E., Pa State Normal School; A M , Univ. of Rochester) became head master and under his able administration it has greatly prospered. Its endowments make possible an efficient faculty and thorough instruction at moderate cost. In 1908 it was made a school for boys exclusively and since then its attendance has increased from eighty to three hundred and twenty-five boys who come mostly from New York and New Jersey while representing thirty other states Ninety per cent of the graduates yearly enter such colleges as Princeton, Yale, Harvard, and Brown. There is a separate school for younger boys.

De Lancey School, 1420 Pine St., is a city day school patronized by the wealthy and socially prominent families of Philadelphia. Founded in 1877 by Henry H. Brown, it was later incorporated, the control being vested in a board of directors. Coleman Peace Brown (A.B., Princeton) is the head master and treasurer of the corporation, while William S. Blight (A.M., Univ. of Penn.) is the associate head master, having in 1911 merged the Blight School, which he had conducted since 1887. There is an upper and a lower school and a primary department each having its separate staff of instructors, all of whom are college trained. Of the two hundred and forty boys in attendance from ten to twenty annually enter such colleges as Princeton, Pennsylvania, Harvard, and Yale.

Brown College-Preparatory School, Broad & Cherry Sts., was established over thirty years ago by Alonzo Brown, a graduate of Haverford College. His brother, George J. Brown, has been associated with him for more than a quarter of a century. Over two hundred students are annually given instruction in preparation for college and business life.

The Cedarcroft School, Kennett Square, was established eight years ago by the present head master, Jesse Evans Philips, a graduate of Haverford, and formerly a teacher in Worcester Academy. The school offers a home life for forty boys on the former country estate of Bayard Taylor. The mansion which he occupied, though adapted to school uses, remains practically unchanged, and his study is used as the boys' library. Mrs. Philips presides over the home life of the school.

Maher Preparatory School, 837 Witherspoon Bldg., established by John F. Maher in 1903, is a small tutoring school offering college preparation and courses preparatory to medicine, dentistry, and pharmacy.

The Spiers Junior School, Devon, was opened in 1914 by Mark H. C. Spiers, a graduate of Haverford, who had for five years previously been a teacher in the William Penn Charter School. It is a junior school for boys between eight and fifteen years of age accommodating a limited number of boarders, and the work prepares for leading secondary schools.

St. Luke's School had its beginnings in 1863 as the "Ury House School." Charles Henry Strout, fresh from Dartmouth, came to this small Episcopalian school as a teacher of mathematics in 1880. In 1884 he became head master and reorganized the school under its present name. In 1902 the school was removed to the site in the open country near Wayne, fourteen miles from Philadelphia. Under the vigorous and capable administration of Head Master Strout, a man of dominating personality, the school has made an enviable position for itself because of its thorough and efficient training. For thirty-one years the school has revolved around Mr. Strout's personality and he has shown himself most successful in handling men and dealing with boys. There are upward of one hundred students about ninety of whom are boarding pupils, and eleven resident masters are college graduates.

The Haverford School, nine miles west of Philadelphia, combines the advantages of the country day and boarding school Its aim is distinctively college preparatory. Founded in 1884, under the auspices of Haverford College, it later became an independent organization and is non-denominational. The president of Haverford College is, however, still president of the advisory board of the school. The school is in a quiet, dignified environment, a quarter of a mile from the College. There are three hundred boys in attendance, about sixty of whom are boarding pupils who reside in the dormitory in charge of the head master and several of the teaching staff. Its graduates number more than four hundred, nearly all of whom have entered colleges and universities of the East. The head master, Edwin M. Wilson (A.B., Guilford Col. '92; A M., Haverford Col. '94), has been connected with the school since 1895.

Chestnut Hill Academy, one mile south of Chestnut Hill, a northern suburb of Philadelphia, was chartered in 1861 under Episcopalian influence and the Bishop of Pennsylvania is president of the board of trustees. Mr. James L. Patterson, previously an instructor in Hill and Lawrenceville Schools, has been head master since 1897. It is a boarding and day preparatory school for boys with a large local patronage. There are about two hundred boys of whom one-fourth are boarders. The day pupils have all the advantages of the modern country day school. Boys are taken as young as seven or eight years and prepared for college.

Swarthmore Preparatory School, in the town of Swarthmore, eleven miles southwest of Philadelphia, was founded in 1892 and is owned by Arthur H. Tomlinson, the present head master, a member of the Hicksite branch of the Society of Friends. Formerly co-educational, within a year it has followed the trend of the times and become exclusively a preparatory school for boys. Mr. Tomlinson gives the school a conscientious capable administration and maintains a high standard of scholarship. Of late years it has increased in

numbers and now enrolls about one hundred and forty boys. The proximity to Swarthmore College offers many advantages.

Maplewood Institute, Concordville, twenty-two miles west of Philadelphia, was established fifty-two years ago by the late Joseph Shortlidge (A.M., Yale) whose son, J. Chauncey Shortlidge (A.B., Harvard '98), is now the principal, a member of the Hicksite Friends. It is a small school of conservative, homelike type whose patronage is largely local.

Yeates School, Lancaster, is a continuation of a small school begun by the Rev. Dr. Coit, afterwards the first rector of St. Paul's School, Concord, N.H. This is a Church school endowed in 1857 by Miss Catherine Yeates in memory of her father, the Hon. Jasper Yeates, Judge of the Supreme Court. It is a boarding school and since 1899 has been in the charge of Rev. Frederic Gardiner (A.M., Harvard '80), who resigned this year. Mr. J. H. Schwacke will be head master.

The Hill School, Pottstown, has long been regarded by many discriminating parents as the best preparatory school in the country, and because of this it has grown to a school of three hundred and seventy-five boys, perhaps too large to justify the superlative. Established by the Rev. Matthew Meigs in 1851 it prospered under its founder but owes its great success to the executive capacity of his son, Dr. John Meigs, who reorganized the school in 1876, and to whose genius it remains a lasting monument. On Dr. Meigs' death in 1911 Dr. Rolfe, a member of the school faculty since 1890, became head acting master and three years later head master. He was succeeded in 1914 by Dwight R. Meigs. The Hill School has thus throughout its history been continuously under the control of three successive generations of the Meigs family.

John Meigs is to be numbered among the few great American head masters. An eye for results and a passion for thoroughness characterized Dr. Meigs' management, and the school has grown wholly through its intrinsic merit. It has no endowments and does not attract attention by the unusual or by special emphasis on any phase of its life or work. As one of its friends rather bluntly put it, "It is neither the fad of any social set, nor the pet of any religious denomination."

The standard of work at The Hill School is high and "The Hill School masters good-humoredly sigh now and then at the pace they have to keep, but it is a matter of record that few Hill graduates fail to pass their college entrance examinations." Hill boys are unusually successful, too, among college undergraduates. Of six hundred boys in the last ten years who have entered college only two have failed to receive degrees.

Hill is proud of her boys and the families from whom they come. Thirty-nine pages out of the sixty-two page catalogue are given over to the lists of boys, the alumni association, and past patrons who represent wealth, intellect, and social prominence in all parts of the country. Hill boys are proud of their school,

too, and all applicants for admission must furnish references to or endorsement by old boys or their parents.

Mrs. John Meigs, familiarly and affectionately known as "Mrs. John," has played a most important part in the upbuilding of Hill. A woman of strong personality and deep religious feeling, she is in personal touch with the boys of the school. "Mrs. Meigs came to the school as a bride," as Mr. Arthur Ruhl says, "and she has grown up a part of that little court-year life. At twelve each morning when the boys are nibbling sandwiches, the masters drift into her cheerful drawing-room for tea and coffee and some of her famous cinnamon buns. Here, too, after the game with Hotchkiss, I watched the football team, looking absurdly small and boyish in their everyday clothes, learning manners and being fed with tea and cakes and tactful praise. And the discussions about their future which these young men have with Mrs. Meigs in the 'sky parlor' are matters of daily school life."

Among Hill's assets, the memory of which is treasured by old boys, not the least are "Miss Elizabeth," Mr. Bowman, master of Bible history and baseball, and Sweeney, instructor in practical ethics and athletics.

Allentown Preparatory School, formerly the academic department of the Lutheran Muhlenberg College, became a separate institution in 1904 under its present name. It is a preparatory boarding and day school for boys attended by about one hundred and thirty, chiefly from the neighboring towns and some who come from foreign countries under missionary influences. Most of the two hundred graduates of the past ten years have entered the Pennsylvania colleges. In 1915 the school will open with an entirely new equipment. Frank G. Sigman (A.B., A.M., Lafayette) has been the principal since 1913.

Bethlehem Preparatory School, in the Lehigh Valley fifty-seven miles from Philadelphia, was established in 1878. Though under Episcopalian auspices it is not rigidly sectarian. Mr. H. E. Foering has been associated with the school for the last twenty-five years, as head master for eighteen years. The school accommodates about seventy-five boarding students and an equal number are drawn as day pupils from nearby towns. Over fourteen hundred graduates have entered college from this school.

Kiskiminetas Springs School, Saltsburg, fifty miles east of Pittsburgh, is a boarding and day preparatory school that has had twenty-five years of uninterrupted growth. It draws nearly two hundred students not only locally but from the surrounding states. The school is under the direction of A. W. Wilson, Jr.

Shady Side Academy is a prosperous and growing day preparatory school for boys patronized by the leading families of Pittsburgh. It had its inception in a private school established in Allegheny as early as 1881 by Dr. W. R. Crabbe, still principal emeritus. Two years later the rapid growth and evident

promise of the school induced the patrons to transfer the school to a more central location in Shady Side, Pittsburgh. The school is administered by a board of trustees and prominent citizens of Pittsburgh are members of its alumni association. There are about two hundred students, about thirty of whom are in the junior school which was added in 1909.

George H. Thurston School, also at Pittsburgh, was established in 1908 by Alice M. Thurston, founder and principal of the Thurston Preparatory School for Girls. It is a day school under the direction of William B. Church, the head master.

Boys' Latin School, 1020 Brevard, Baltimore, is a thorough college preparatory school attended by upwards of ninety boys and has a large elementary department. James A. Dunham is the principal.

Mt. Vernon Collegiate Institute, 210 W. Madison St., Baltimore, was established in 1884 by Dr. E. Deichmann, and was long known as the Deichmann College Preparatory School. Two years ago it was reorganized under its present name. It is essentially a tutoring school enrolling about sixty boys and preparing them for Johns Hopkins, and other universities and professional schools. It is under the scholarly management of Dr. Wyllys Rede.

Mount St. Joseph's College, Station D, Folk Ave., Baltimore, on the western outskirts of the city, is a boarding and day school established in 1876 by the Xaverian Brothers, an order devoted to teaching. It offers varied courses of high school grade and has an attendance of over one hundred and fifty.

The University School for Boys, 1901 N Charles St., Baltimore, has been maintained since 1880 by W. S. Marston, who is still the senior head master, and with him is now associated his son, W. W. Marston, as junior principal. There are about one hundred and twenty-five boys in attendance most of whom are day students from Baltimore families, but a small number are received as resident pupils in the home of the principal. The school is incorporated, and in its long career has enrolled five hundred and twenty-four pupils.

The Jefferson School for Boys maintained as a Baltimore day school by Mr William Tappan for ten years has, following the country day school movement, recently moved to a country site in the northwestern section of the city.

Calvert School, 2 Chase St., for boys and girls from six to twelve years of age was founded in 1897 by prominent public-spirited citizens anxious to provide the best modern scientific methods of education for young children. It is administered by a board of trustees, whose members represent the wealth and intellect of Baltimore. Mr. Virgil M. Hillyer, a Harvard man, has been head master since 1899. The Home Instruction

Department instructs parents by correspondence how to educate their young children at home with competent supervision.

The Gilman Country School, Roland Park, Baltimore, was the first country day school, a notable development in American education, and owes its initiation to Mrs. Francis K. Carey who enthused the interest of leading citizens of Baltimore, including the late President Daniel Coit Gilman, and formed a committee which in 1897 incorporated "The Country School for Boys of Baltimore City." The Homewood estate was secured and Mr. Frederic Winsor was appointed the first head master. In 1911 the school was moved to Roland Park, two miles farther out in the country and the school was renamed in honor of the former President of Johns Hopkins. The present head master, Frank Woodworth Pine, was appointed in 1912. An open-air school for small boys is also maintained. The patronage is naturally from the foremost families of Baltimore. More than seventy of its graduates have entered the leading universities.

The Tome School, Port Deposit, was founded and chartered in 1889 as the "Jacob Tome Institute." Jacob Tome, for three-quarters of a century a resident of Port Deposit until his death in 1898, had acquired a great fortune in business and banking. The institute he established was a system of schools offering instruction from kindergarten to high school for both boys and girls. In 1898 the trustees having at their disposal an endowment of two and a half millions, under the directorship of Dr. Mackenzie, decided to conduct the institute as a preparatory school for boys. A beautiful site on the palisades of the Susquehanna near the head of Chesapeake Bay was purchased, and with the assistance of the best architects and landscape and sanitary engineers, the trustees created what is from every point of view probably the finest secondary school equipment in the world, expending a million and a half in carrying out their plans. Everything that money can buy was lavishly provided.

Dr. James Cameron Mackenzie, who organized the Lawrenceville School, was called from his position there to organize the New Tome School, and served for two years as director. A modified Lawrenceville plan was adopted. There is a house master on each floor of each of the four dormitories. Each boy has a separate room and the younger boys are provided for in a separate house.

The curriculum is unusually rich for a secondary school and the faculty of forty is in the proportion of one to every seven of the less than three hundred boys enrolled. All these benefits attract boys from many states and yet there is a general feeling among those who know the school that its material advantages are not as fully utilized as might be. There have been frequent changes in the directors, which has interfered with the continuity of policy and organization. Since 1909 the director has been Dr. Thomas S. Baker, a Johns Hopkins man, who had studied in Germany.

St. James School, six miles from Hagerstown, in the Cumberland Valley, is the diocesan school of Maryland It was the first church school in America, the outcome of a plan conceived by the Rev. T. B. Lyman, rector of St. John's Church, Hagerstown, and immediately espoused by the Bishop of Maryland. Dr. William Augustus Muhlenberg, who had first introduced the English Episcopal school system at Flushing, L.I., sent his chief assistant, Rev. J. B. Kerfoot, to be the first head master, and here too, another pupil of Muhlenberg's, Dr. Henry Augustus Coit, taught until he was called to organize St. Paul's of Concord, N H. The school occupies an old colonial mansion in a beautiful situation. In 1844 the school was chartered as the "College of St. James." Closed during the war, it reopened in 1869 under Henry Onderdonk, who continued head master until 1896. In 1903 he was succeeded by his son, Adrian H. Onderdonk, and the name was changed to St. James School. Mr. Onderdonk is a man's man, a strong and lovable personality, and a great teacher. A hero to his boys he instills them with the spirit of courtesy and of service. He intimates rather than requires what a boy is to do. Were he stronger on business administration he would undoubtedly occupy a larger position in the educational world. It is a small school of forty to fifty boys largely from Maryland and neighboring states. The personnel is of the best and "home life" and "individual attention" and the "honor system" in this school are not empty phrases.

Emerson Institute, 1740 P St., N.W., established in 1852 and named in honor of George B. Emerson (Harvard '17), in recognition of his services to the cause of college education, is a day school with night classes attended by about one hundred and twenty boys as young as seven.

Georgetown Preparatory School, 37th & O Sts., N.W., is affiliated with Georgetown College, one of the oldest Catholic colleges in this country under Jesuit control, established in 1789. The president of the college is the rector of the school. The preparatory school is for both boarding and day pupils attracting about one hundred and twenty-five students about half of whom are local. The classical high school course follows conservative Jesuit lines and all the instructors are members of the Society of Jesus.

The Army and Navy Preparatory School, 4105 Connecticut Ave., a boarding and day school which, as its name implies, makes a specialty of preparing for West Point and Annapolis, was opened by Mr. E. Swavely in 1901. It has an annual enrollment of about seventy students whom it efficiently prepares for examinations.

St. Albans, the National Cathedral School for Boys, established by the bequest in 1904 of Mrs. Harriet Lane Johnston, was opened in 1909 under Head Master Earl L. Gregg, who had formerly been head master of Racine College Grammar School.

It accepts both day and boarding pupils and prepares boys for college, West Point, and Annapolis. Attendance has grown to over one hundred, two-thirds of whom are from Washington.

SOUTHERN STATES

Stuyvesant School was opened in 1912 at Warrenton, fifty-six miles from Washington, by Edwin B. King, who brought the best of preparatory school traditions to it. Mr. King, a St. Mark's boy and a Yale graduate, was for nine years a master at St. Mark's, and for three years head master of the Gilman Country School. As the school is small much individual attention is possible.

Randolph-Macon Academy, at Front Royal, in the heart of the Shenandoah Valley, was established in 1892 by the college of the same name and is administered by the board of trustees of the college There is a faculty of about ten and there are one hundred and sixty pupils from wide-spread regions, but largely Virginia.

Randolph-Macon Academy, at Bedford, is one of the two boys' preparatory schools maintained by the Randolph-Macon System as feeders to the college. It is attended by over two hundred students, and in the past nineteen years it has prepared four hundred and sixty-three graduates for college and the professions. E. Sumter Smith is the principal.

The Massanutten Academy, at Woodstock, in the Shenandoah Valley, is an English, classical, scientific, and musical school for boys preparing for college or business. It is under the control of a board of trustees and was opened in 1900, having been chartered by the state the previous year. Since that time the school has been prosperous and has added to its equipment. The hundred boys come from wide-spread regions with the majority from Virginia. Howard J. Benchoff (A.B., Franklin and Marshall College; A.M., Columbia), who has for the last ten years had previous experience in some of the foremost preparatory schools of the North, is the head master.

Shenandoah Collegiate Institute, at Dayton, in the middle of the Shenandoah Valley, was organized in 1875 and has since several times changed its name. It is an old-time co-educational institution, which, by its varied courses, attracts nearly six hundred students, half of whom are enrolled in the music department.

Woodberry Forest School, Woodberry Forest, in the Piedmont section of Virginia, two hours from Washington, is a col-

lege preparatory school, established in 1889 by the late Robert S. Walker, and now under the control of his son, J. Carter Walker, A.M. Mr. Walker, one of the most progressive head masters in the South, has done much to raise the standards of secondary instruction. He was president of the Association of Colleges and Secondary Schools of the southern states for 1913–14. The school maintains a standard of college preparatory work equalled by few schools of the region. It accommodates over one hundred boarding pupils who come largely from the better class families of the southern states. The school's buildings and equipment are modern, unusually attractive, and complete. The discipline and instruction are founded on the highest principles and carried out with sympathy, and yet with firmness.

Cluster Springs Academy, at Cluster Springs, in southern Virginia, was founded in 1865. There are about ninety boys in attendance, including a few day pupils. Though they come largely from the surrounding region, many states and foreign countries are represented. Hampden Wilson has been principal since 1900.

The Danville School, established by William Holmes Davis in 1908, is a boarding school emphasizing preparatory work. Eighty-eight per cent of its graduates have entered colleges or universities. Mr. Davis had for eight years been in charge of Randolph-Macon Institute at Danville and superintendent of the public schools of the same city. His educational career in Virginia has been marked by continuous effort to raise the standards of the schools in Virginia and the South. His school has had a consistent and prosperous growth and now numbers over ninety boys, the majority of whom come from Virginia, but it is not a local school and will draw more and more widely as its merits become known.

McGuire's University School, opposite Monroe Park, Richmond, was founded by the late John Peyton McGuire in 1865, who presided over it for forty-one years until his death in 1906. The school is continued by his son, J. P. McGuire, Jr, who was educated in the school and was for twelve years a teacher before he became principal in 1906. It is conducted on exactly the same lines as when it was first established, and is a prosperous example of the old-time day "fitting school" such as still survive in the South. There is a lower school which has its own staff of teachers. The school is attended by nearly two hundred students, largely from the old families of Richmond and vicinity.

Richmond Academy, West Broad St., on the old Richmond College campus, established in 1902 by the authorities of Richmond College for which it is largely preparatory, is a day school with accommodations for a limited number of boarding pupils. There are about one hundred and fifty pupils in attendance, nearly all of whom are from Richmond.

The Chamberlayne School, Richmond, offers to the people of that city the opportunities of a country day school. It was established five years ago by Churchill G. Chamberlayne (A.B., Univ. of Va., and Ph.D., Halle, Germany), formerly of the Gilman Country School, Baltimore In 1914 it was moved to Westhampton, a suburb of Richmond, and now has accommodations for sixty boys in the upper school and forty boys in the lower school. The course of study provides nine years of continuous instruction and preparation for college There is dormitory accommodation for eighteen resident pupils.

The Country Day School, of Louisville, was opened in January, 1912, on an attractive site just outside of the city. It succeeded the Patterson-Davenport School which was established in 1902. This with the backing of leading citizens of Louisville insured its success from the first. It offers a nine-year course and the usual all-day program of the country day schools. Its numbers are growing from year to year. William Davenport, A.M., a Yale man who also studied at Harvard, is the head master.

Louisville Training School, at Beechmont, a suburb four miles from the center of Louisville, was established in 1889 by H. K. Taylor, who in 1907 turned over the school to W. H. Pritchett, A.M., its present owner, who with his family largely make up the faculty. It offers a nine-year course for fifty boys who come from Kentucky and the surrounding states. Military drill is required of all.

Cumberland College, at Williamsburg, now a junior college, was formerly Williamsburg Institute. It is a Baptist institution dating from 1888, and offers courses of academic and college grade, including domestic science, manual training, agriculture, music, and art There is a local attendance of over four hundred and fifty boys and girls. E. E. Wood, A.M., is president.

Castle Heights School, thirty miles east of Nashville, at Lebanon, is a private enterprise, established in 1902 and owned by L. L. Rice, Ph.D., the head master. Mr. Rice, a graduate of Cumberland University, was for many years a professor in that institution. It has new and excellent equipment and accommodation for one hundred and eighty boarding pupils, and some day pupils are accepted. The school attracts patronage from all over the southern states. The faculty is made up of graduates of southern and northern colleges.

Montgomery Bell Academy, at Nashville, named after an early benefactor, is under the control of the University of Nashville, and for nearly half a century has prepared boys for it and other universities. The school has twice been moved, and in 1914 opened in a beautiful situation outside the city where it will not only serve all its old functions but in addition act as a country day school, and provide boarding accommodations. Its

enrollment comprises about ninety students. Its course covers six years. Isaac Ball, A.M., has been head master since 1911.

The University School, 2006 West End Ave., Nashville, is a day school established in 1886 to give a broader preparation for college than is general in southern schools. It is administered by a board of directors, and C. B Wallace, a University of Virginia man, is the principal. It prepares not only for the southern colleges, but also for the greater universities of the country. It is attended by about one hundred boys from the better-class families and sends the majority of its graduates to college.

Peoples-Tucker School, Springfield, twenty-nine miles north of Nashville, is a boarding school established in 1908. The school is now under the sole management of Mr J. A. Peoples, a graduate of Webb School and Vanderbilt University.

The McTyeire School, McKenzie, in the western part of the state, has for thirty years and more been conducted by a board of curators. The present principal is James A. Robins, A.B., who was educated at the Webb School and Vanderbilt University. The school offers a four-year course preparatory for college. It has sixty-five students, with boarding accommodation for twenty.

The University School, Memphis, is a day school established in 1893, offering an eight-year course. It has an attendance of one hundred and thirty pupils. E. S. Werts and J. W. S. Rhea, the principals, have had charge of the school for twenty-one years.

The Massey School, Pulaski, eighty miles south of Nashville, was begun by Felix M. Massey in 1903, and has been since 1908 at its present location. Mr. Massey, like so many of the school masters of the state, was educated in the Webb School and at Vanderbilt University.

The Morgan School, at Fayetteville, in Middle Tennessee, was established in 1899 by R. K. Morgan, its present owner and principal, who is a graduate of the Webb School. The school has dormitory accommodation for sixty boarding pupils.

The Fitzgerald and Clarke School, at Tullahoma, seventy miles southeast of Nashville, is the continuation of an earlier school established at Trenton, by W. S. Fitzgerald, as early as 1904, and since 1911 in its present location, under the principals, whose names it bears, both of whom are graduates of Vanderbilt University. It is both a boarding and day school with dormitory accommodations for over sixty boys, attended by one hundred and admitting a few girls from the neighborhood as day pupils. It prepares for the southern universities and the United States Military and Naval Academies.

Price-Webb School, Lewisburg, fifty miles south of Nashville, was formerly Haynes-McLean School. Mr. E. T. Price,

the principal, is a graduate of the Webb School and Vanderbilt University, and with the assistance of W. R. Webb, of Bell Buckle, in an advisory capacity, in 1912 reorganized this old school on the lines which have made the Webb School so successful. It is a co-educational day school with over one hundred pupils, largely local.

The Webb School, at Bell Buckle, fifty miles southeast of Nashville, was established by Wm. R. Webb in 1870. His brother John M. Webb joined him as co-principal four years later and in 1886 the school was moved to its present location. In 1897, E. R. Webb, Jr., began to teach in the school and became one of the principals in 1908. It is a college preparatory school offering a four-year course. For forty years the personality of the Webbs has attracted to it increasing numbers of students from the country round about. There are two hundred and fifty pupils in attendance and more applications each year than can be received. No attempt has been made to build up an elaborate equipment, and the boys board in private families of the village under the close and direct supervision of the principals. The school has a large and loyal body of alumni, many of whom have become prominent in the life of the South. Both the Webbs were graduates of the Bingham School, and many of their graduates have in turn established schools throughout the South.

Grandview Normal Institute, sixty miles north of Chattanooga, was founded by the American Missionary Association in 1884. It is a boarding school furnishing complete education from primary school to college. All boarders must work five hours a day to compensate for the very low tuition. There are one hundred and fifty students in attendance, mostly local. Raymond A. Fowles is the principal.

University School, Chattanooga, has recently been reorganized on a new site at the foot of Lookout Mountain. J. R. Baylor, Jr., is the principal.

The McCallie School, at Missionary Ridge, was established in 1905 by Thomas C. McCallie, since deceased, and is continued by his sons, S. J. and J. P. McCallie. It is largely a day school though some boarding pupils are received. The faculty are all college graduates and a high standard of work for this section of the country is maintained. The school has successfully prepared boys for most of the leading colleges of the North as well as for Southern institutions.

Trinity Park School, at Durham, was established by the North Carolina Methodist Conference in 1898 as a preparatory department for the adjacent Trinity College. It provides a school of modern equipment and dormitories at low cost. Its one hundred and sixty students come almost wholly from within the state.

Marienfeld Open-air School for Boys, Samarcand, is the latest educational departure of Dr. C. Hanford Henderson, one of America's greatest educational assets. Dr. Henderson is well known both for his work in the development of the modern Boys' Summer Camp at Chesham, N H , and for his inspiring books on educational subjects. Some few years ago he also maintained an open-air, simple-life school near Riverside, Cal. In 1914 he opened his present school, twelve miles from Pinehurst. It is a small preparatory school where boys will receive much individual attention. What his inspiring influence means to them can be in some measure appreciated from reading his latest book "What Is It To Be Educated?" It is part of Dr. Henderson's present comprehensive plan to open branch schools in Switzerland and the Far East.

Oak Ridge Institute, at Oak Ridge, is an old-fashioned Southern school, dating from 1852, owned and operated by J. A. and M. H. Holt It is attended by two hundred and forty-six students from the surrounding region. In its long history it has enrolled thousands from the Carolinas and the adjoining states.

The Asheville School is in standards, faculty, and patronage a Northern school in the South. The climate affords splendid opportunity for year-round, vigorous, outdoor life. It is five miles from Asheville, on a seven-hundred-acre estate in the Blue Ridge Mountains. The present principals, Newton M. Anderson and Charles A. Mitchell, who were formerly for ten years principals of the University School in Cleveland, established it in 1900. In its brief career the school has prepared over a hundred and eighty boys for the leading universities and colleges of the North. There are over one hundred pupils in attendance, ninety-five per cent of whom come from the Middle West and the northern states. Its equipment is in every way modern and attractive.

Blue Ridge School for Boys, recently established by Joseph R. Sandifer, A.B., and H. G. Randolph, A.B., at Hendersonville, twenty miles from Asheville, is a small school providing the healthful advantages of the region at low cost.

The Fleet School, opened by John S. Fleet in 1914, is most attractively located on Highland Lake, twenty-one miles from Asheville, two thousand feet above the sea. Mr. Fleet, formerly of Culver Military Academy and the Peacock-Fleet School, Atlanta, recognizes the educational value of the Boy Scout movement and makes it the basis of discipline and recreation and the point of contact between boy and teacher. The twenty-seven boys come from ten states.

The Collegiate Institute, Mount Pleasant, has been maintained by the Synod of the Evangelical Lutheran Church since 1854 as a boarding school. It has an attendance of over one hundred, one-fourth of whom are in the elementary department.

G. F. McAllister has been co-principal since 1903 and principal since 1909.

Wofford College Fitting School, a Methodist institution, at Spartanburg, S.C., formerly a preparatory department of that college, was established as a separate institution in 1887. It is a day school with dormitory accommodations for a limited number, attended by nearly two hundred students, chiefly local, about forty per cent of whom enter Wofford College. It is administered by a board of trustees of the college Alfred W. Horton (A B., Trinity), who had previously been a teacher in the school, has been head master for the last two years.

Peacock School, formerly the Peacock-Fleet School, Atlanta, was established in 1898. It is a day school attended by one hundred boys from leading families of the city. There is an eight-year course affording thorough preparation for college. D. C. and J. H. Peacock (Ph.B , Univ. of Ga.), for six years head master of the Peacock Military School, are the principals.

Locust Grove Institute, thirty-six miles south of Atlanta, is a Baptist co-educational school founded in 1894. The boarding department accommodates ninety boys and thirty-six girls, but the total attendance is over two hundred, chiefly from Georgia. Claude Gray, A.B., has been principal for eighteen years.

Gibson-Mercer Institute is a co-educational boarding school at Bowman, established in 1892 under Baptist auspices. It prepares especially for local colleges and is attended by ninety boys and sixty girls. J. P. Cash is the principal.

Sparks Collegiate Institute, Sparks, is a Methodist Episcopal co-educational boarding school, in its thirteenth year. There are separate dormitories for boys and girls. Rev. Albert W. Rees (A.B., Emory Col.) is the president.

Young L. G. Harris College, which bears the name of a former judge of Athens, maintains a two-year academy course in preparation for the college, attended by fifty-five boys and girls. It was founded at Young Harris in 1887 and is under Methodist control. Rev. Joseph A. Sharp, A.B., is the president.

Reinhardt College, Waleska, in Cherokee County, is a co-educational boarding school founded in 1883 and chartered in 1891. It offers a twelve-year course from primary to college with an attendance of three hundred and thirty boys and girls. R. C. Sharp (A.B., Emory Col.) is the president. Military drill is required of all the boys.

The Hearn Academy, Cave Spring, is a Baptist institution established in 1838 and endowed ten years later by Mr. Hearn, whose name was given the academy on its reorganization in 1903. It announces itself as a select school for boys but it admits girls. W. H. McDaniel (B.S., Mercer) is the president.

The Academy of Rollins College, Fla , established thirty years ago, at Winter Park, is non-sectarian and co-educational, offering a four-year course in preparation for the college. There are about eighty pupils chiefly from Florida, but a considerable number come from the northern states, attracted by the mild climate.

The Barnes School, at Montgomery, Ala., is an old-fashioned school for fifty pupils, with a seven-year course. It is maintained by J. M. Barnes, who has been teaching since 1856 and who now has associated with him his son E. R. Barnes.

Chamberlain Hunt Academy, at Port Gibson, Miss., in southwestern Mississippi, now in its thirty-fifth year, was named after the founders of Oakland College, one of the early educational institutions in the South. It is an endowed Presbyterian boarding and day school owned and operated by the Synod of the state Its one hundred and twenty students come from Mississippi and the adjacent states. The self-help department enables many poor boys to earn their expenses either wholly or in part.

Meridian College, Meridian, Miss , offers high school and junior courses to both boys and girls, who have separate dormitories and playgrounds and are kept entirely apart except in the classrooms. There are also advantages in music, art, domestic science, and degrees are granted. The attendance is composed of two hundred girls and one hundred and thirty boys from Mississippi with a sprinkling from many northern states. John W. and Malcolm A. Beeson are the presidents. The school is one of the largest and best in the state.

Rugby Academy, New Orleans, La., now in its twenty-first year, is the outgrowth of a private school established in 1894, by W. E. Walls, the present principal, and J. H. Rapp. It is located in the best residential section of New Orleans, and attended by about one hundred and ten day and boarding pupils, the latter coming from Louisiana, Mississippi, and Central America. The school is preparatory to Tulane University. Military drill is required of all students, unless especially excused.

Isidore Newman Manual Training School, New Orleans, La., was established in 1903, but through the munificence of the donor, whose name it bears, it is a non-sectarian, co-educational, day school with kindergarten, elementary, and high school grades, emphasizing manual training of all sorts, throughout the courses. About four hundred boys and girls attend the school. The school teaching staff consists of twenty-four college-trained men and women, and prepares for the leading colleges in the country.

Austin Academy, Austin, Tex., established in 1895, is a day school having a local patronage of about fifty boys preparing especially for the University of Texas. William S. Rix is the principal.

San Marcos Baptist Academy, Tex., thirty miles from Austin, opened in 1906. It is a co-educational academy offering a seven-year course preparatory to the Texas colleges and making a special feature of its musical department. There are in attendance over two hundred and fifty pupils, the majority of whom are boys, coming almost wholly from the state. T. G. Harris, head of the faculty since 1911, had previously had a long experience in Texas secondary schools.

San Antonio Academy, San Antonio, Tex., is a college preparatory school opened in 1903. W. W. Bondurant is principal.

Marshall Training School, San Antonio, Tex., also opened in 1903, is a day and boarding school for sixty boys.

Garden Academy, San Antonio, Tex., is a small school for thirty boys with a four-year course, which has been carried on by the Rev. A. W. S. Garden for seven years.

NORTH CENTRAL STATES

The Harvard School for Boys, 4651 Drexel Boulevard, is a day preparatory school with a twelve-year course. Established in 1867, it has since 1876 been under the management of the present principal, Mr. John J Schobinger. Over three hundred boys have been prepared for college, Yale, Harvard, and the University of Chicago leading.

University School, Dearborn Ave. & Elm St., is a college preparatory school. Under E. C. Coulter, the head master for many years, the school had a high standing. A dormitory adjoins the school building. There are now two head masters, Walter R. Kohr and Harry N. Russell.

The Francis W. Parker School, 330 Webster Ave., aims to carry out the principles first propounded by the well-known educator, Francis W. Parker, and is a co-educational school. Interest is stimulated by adapting the studies to the pupil's own experience. The range of the school is wide—from kindergarten through grammar grades and high school. Miss Flora J. Cook, long a co-worker with Col. Parker, has been the principal since 1900 and is assisted by a strong staff of grade and special teachers.

The University High School, 58th & Monroe Sts., was formed in 1903 by the union of the Chicago Manual Training School, which had been running twenty years, and the South Side Academy, founded ten years previously. The two institutions were brought in 1903 to the grounds of the University

of Chicago to unite and form a part of the School of Education. The High School serves as a laboratory for the University in the solution of educational problems. The number of students admitted to the school is limited to four hundred. Franklin W. Johnson (A.B , Colby '91), the principal, is assisted by a faculty of about forty, all of whom are experienced instructors. The school is co-educational.

Thomas Arnold School, 1302 N. State St., was established in 1912 by Dr. John Stuart White (Harvard '70), who brings a ripe experience and never-waning enthusiasm to his work. Named for England's greatest head master, the school aims to carry out his ideas. It is primarily a day school although a few boarding pupils are taken. The school sessions are three in number. one for recitation, one for play, and one for study. Dr. White has a remarkable record of achievement. He has been the founder and head master of three schools—the Brooks School of Cleveland, the Berkeley School of New York, and the Phillips Brooks School of Philadelphia. Over five hundred boys have been prepared for college under him. His vigorous personality, abundance of ideas, and progressiveness have enlisted the interest and support of old Berkeleyans and admirers of Thomas Arnold. There is an attendance of about forty, nearly all from Chicago.

Boys' Chicago Latin School, 18 E. Division St., was established in 1894 by Robert P. Bates (Trinity College) and Miss M. S. Vickery (Mass. State Normal School) of the Girls' Latin School. It is well patronized by the best families of the North Side because of the high academic standards maintained and the efficient college preparation. Mr. Bates is head master.

Lake Forest Academy, twenty-eight miles north of Chicago, is a college preparatory school founded and incorporated in 1857 by an association of prominent Chicago citizens. The academy has occupied its present site since 1893, and the equipment has been frequently added to, more especially within the last two years. There are three house dormitories, each a gift from friends of the school John Wayne Richards (A.M., Ohio Northern, Yale), for seven years previous a master at the Hotchkiss School, was in 1913 appointed head master succeeding Wm. Mather Lewis. He is a man of personality and enthusiasm, who has set for himself the task of bringing the school to the high standard of the best eastern schools. He has faith that preparation to meet the test of college examinations is the best form of education and to this end he has secured a capable corps of teachers. There are annually about eighty-five day and boarding students in the academy, almost wholly from the north central states. The alumni association includes old boys of the last fifty years.

Evanston Academy is a large co-educational college preparatory school established in 1860 by the trustees of North-

western University on its campus. About half the students are in residence and there are separate dormitories for boys and girls Herbert F. Fisk, for thirty-one years in charge, is now principal emeritus, having been succeeded in 1909 by Nathan W. Helm (A B., De Pauw '99; A.M., Princeton '01). Mr. Helm has a reputation for vigor and ability, and the instruction and morale of his school are excellent.

Todd Seminary, Woodstock, one hour northwest of Chicago, is exclusively a boarding school for younger boys. It is not a preparatory school but provides a ten-year course of study. The sixty boys come largely from near Chicago and range from seven years of age upward. It was established in 1848 by the Rev. R. K. Todd, a native of Vermont and a graduate of Princeton. Noble Hill, also of New England birth, principal since 1890, conducts the school in a broad, simple way. A wholesome atmosphere characterizes the school Manual training and the school band are made interesting features.

Dakota-for-Boys, one hundred miles northwest of Chicago, is an all-the-year-round, open-air school and summer camp for young boys from six to twelve. Each of the fifty boys receives individual attention. During the summer months the boys sleep in tents The old Dakota Academy, established in 1881, was taken over in 1913 by W. H Wyler, who with a son and daughter is working out the open-air idea in the simplest possible manner. Much inspiration evidently comes from Abbotsholme by way of Interlaken.

Elgin Academy, since 1903 controlled by Northwestern University, is an endowed co-educational school annually enrolling one hundred local students above the grammar grades. Horace M. Buckley (A.B., Northwestern Univ.; A.M., Columbia Univ., B.D., Chicago Univ.) has been principal since 1913.

Northwestern College Academy, Naperville, established in 1906 by Northwestern College, was three years later organized as a separate institution, but still prepares mainly for that college. About eighty day students are enrolled and about sixteen annually enter college. There are over two hundred alumni. Mr. C. J. Attig was made principal in 1914.

St. Albans School, Knoxville, is an Episcopalian boarding school for boys founded by the rector, Rev. Charles W. Leffingwell, in 1890. There are six forms preparatory to college and also a business course. The sixty boys come from Illinois and the adjacent states. Lucien F. Sennett, A.M., is the present head master.

Bradley Polytechnic Institute, Peoria, annually enrolls eleven hundred students, one-half local and three hundred of whom are in the Horological department. Complete courses are given in manual training and domestic economy with the B.S. degree, also two-year courses with diploma; and two-year

college courses are offered in general education. The school was founded by Mrs Tobias Bradley in 1897 and was richly endowed by her at her death in 1908. Theodore C. Burgess (A.B., Hamilton College; Ph D., Chicago Univ) has been connected with the school since its inception and has been director since 1904

Grand Prairie Seminary, Onarga, chartered in 1863, is an endowed co-educational school which, until 1880, granted degrees. Instruction has since been limited to high school subjects. Hubert Phillips has been president since August, 1914. The one hundred girls and boys come largely from Illinois.

The Shurtleff Academy, Alton, has existed since 1827 as the preparatory department of Shurtleff College, the oldest educational institution in the Mississippi Valley. Last year thirty-six boys and girls were enrolled. It is a small co-educational Baptist school George M. Potter has been the president for about three years.

Southern Collegiate Institute Academy, at Albion in the southern part of the state, is a Congregational institution organized in 1891. There is a local attendance of over a hundred, and about one hundred and eighty graduates F. B. Hines is the principal.

St. Patrick's Academy, Momence, fifty miles south of Chicago, is a Roman Catholic co-educational school directed by the Sisters of the Sacred Heart of Mary. Boys between the ages of six and twelve are admitted.

Interlaken School, on Silver Lake, Rolling Prairie, is the most notable and successful attempt to naturalize in America the "New School," originated by Cecil Reddie at Abbotsholme, England. It is a revolt from the formalism of traditional school life, and aims to combine in the freedom of country life the child's physical and mental activities with the actual economic and cultural interests of man. The school was opened in 1907 by Dr. Edward A. Rumely to afford American boys a more rational physical, manual, and mental training. Dr. Rumely has perhaps the most constructive and unconventional mind engaged in educational work today. Born a wealthy Roman Catholic, he early revolted; despite privation and other obstacles he went abroad and made his own way in Europe to a position of intellectual prominence. He studied at Heidelberg and Freiburg and became interested in the New School movement, teaching under Dr. Lietz at Ilsenberg. On his return to America, though thrust into an important executive and financial position in a manufacturing company, he did not hesitate to break new ground in the educational field by establishing this school. Realizing that a man's success depends upon the co-ordination of motor and mental processes he saw the necessity for the proper training. His boys are trained in metal work, carving, farming, painting, athletics, and a score

of other activities. The boys have built practically the entire school plant, and have a share in all the activities necessary to run it and the farm and provide for the large family of one hundred and fifty boys. The school provides for grammar grade and high school studies John F. Kent (A B , Harvard '75) is in charge of the academic studies. The weak point of the school is that often responsibility has been delegated to incompetents Dr. Rumely is a great man, incapable of fully making his institution his lengthened shadow.

The University of Notre Dame, near South Bend, perhaps the foremost Catholic educational institution in the country, has a total enrollment of ten hundred and fifty, of which four hundred and fifty are in the high school and elementary departments. It maintains a four-year high school course which has an enrollment of three hundred and fifty boys. The instruction is given by priests, Brothers of the Holy Cross, and male lay teachers. Four buildings are devoted in whole or in part to the school and dormitory accommodation of this department. St. Edward's Hall is a separate department for boys of grammar school grade and here all the instruction is given by the Sisters of the Holy Cross. There is an annual attendance of one hundred boys in this department, not exclusively Catholic, who come from all parts of the United States. More than half of the high school students enter the University of Notre Dame.

Howe School, in northern Indiana, had its origin in 1884 in the bequest of John B. Howe to the Episcopal Church for educational purposes. The school was established by Bishop Knickerbacker and has since been further endowed by the family of the founder. It is an Episcopal preparatory school of six forms divided into upper, middle, and lower schools, each occupying separate buildings. Though not a military school, the military system is utilized in the two lower departments as a means of discipline and physical training, a total of less than three hours per week being the maximum time given to drill. There are in attendance two hundred boys, and the school graduates about thirty each year. The summer term is limited to thirty. The patronage is chiefly from the Middle West. The Rev. John H. Mackenzie, D.D , L.H.D., rector since 1895, had for ten years previously had a wide experience in the ministry and in educational institutions. Grover C. Good (A.B., Harvard '00) has been connected with the school nine years and head master since 1910.

Winona College, Winona Lake, maintains a model high school with a four-year course preparing "young men and women" for college.

Marion Normal Institute, Marion, comprises in addition to a normal school a junior college and academy with commercial, dramatic, music, manual arts, and agricultural courses. The enrollment of the school is always kept secret. There are four hundred alumni. Lawrence V. Jackson is president.

Central Academy, Plainfield, fourteen miles west of Indianapolis, established in 1878, is a co-educational preparatory school under the control of the Friends' Church. The school has graduated three hundred and fifty, but of recent years the enrollment has fallen off. Simon N. Hester is the principal.

University School, Hough & 71st St., Cleveland, is a large college preparatory day school of high standing established in 1890 and incorporated by prominent citizens. The dormitory, Milden Hall, was opened in 1896 to accommodate a limited number of boys from a distance. The two hundred and seventy boys annually enrolled come largely from prominent families of Cleveland and vicinity. Vigorous physical training is a feature of the school and manual training is emphasized. Of the thirty or more boys graduating each year ninety-five per cent enter colleges or technical schools, Yale and Cornell leading. There are twelve grades and small classes permit individual attention. The lower school has had an unusually rapid growth in the last six years. The faculty come from nine colleges, Yale and Harvard being most strongly represented. Mr. Harry A. Peters (A.B., Yale) was appointed principal in 1908, and he had been connected with the school for six years previously.

Oberlin Academy, founded in 1833, was the original department out of which the College has grown and has been a great factor in the intellectual development of the whole region. It is a co-educational school with an attendance of over three hundred, largely from the region round about, but in all representing thirty states. For many years during its history the teachers of the Academy were students at the College who thus earned their support. The Academy has however for many years had its own independent faculty and developed a life of its own More than a third of the boys earn a considerable part of their own expenses. There are separate dormitories for the boys and girls. Of five hundred recent graduates three hundred entered Oberlin, and the remainder, thirty-two different colleges and technical schools. The great majority of the faculty are graduates of Oberlin College. John Fisher Peck (A.M , Oberlin) has been principal since 1893 and connected with the College and Academy since 1879.

Wooster Academy, the preparatory department of the College of Wooster, a Presbyterian institution, is a co-educational school. W. E. Painter is the present principal.

Columbus Academy, 1939 Franklin Park, S., Columbus, established in 1911 by an incorporated company of prominent citizens, is a preparatory school with many of the modern country day features, utilizing the boy's whole day. There is an eight-year course and an attendance of sixty boys. Mr. Frank P. R. Van Syckel (A.B., Princeton) is head master.

Franklin School, 2833 May St., Cincinnati, is a preparatory day school with an annual attendance of about one hundred boys.

It was established in 1880 by Joseph E. White (A.B., Harvard '77), and the next year Gerrit S. Sykes (A.B., Harvard '77) became co-principal. In 1905 the school was incorporated with many prominent citizens as stockholders. The school is organized in preparatory, intermediate, and primary departments, and provides a twelve-year course of study. Since 1881 three hundred and fifty graduates of this school have entered twenty-nine different colleges, about one-half entering Yale and Harvard in approximately equal numbers. Twenty-five per cent of Ohio boys entering Harvard from 1900 to 1910 came from this school.

University School, Blair Ave., Avondale, Cincinnati, was organized and incorporated in 1903 by interested parents, and is administered by a board of trustees of business and professional men. It is a democratic co-educational school with a large modern building, accommodating departments from kindergarten to high school. Each of the first eight grades is in charge of an individual teacher. Mr. William E. Stilwell (A.B., A.M., Harvard) has been head master of the school since its inception. The faculty of eighteen men and women teachers have all had thorough training and experience in teaching. There is an annual enrollment of about one hundred and ninety.

Detroit University School, 16 Elmwood Ave., is a college preparatory school first organized in 1899. Two years later it was incorporated and combined with the Detroit School for Boys, which had been running for ten years. It offers instruction from kindergarten through the grammar and high school courses to college preparation. The school has had a successful and prosperous career, but of recent years patronage has fallen off and finances have become precarious. In 1914 Frederick L. Bliss, who had been principal since 1901, resigned, and a reorganization of the school, both as to finances and to faculty, was undertaken by the trustees. Mr. Frederick E. Searle (A.B., Williams '93), who for a dozen years had been a teacher in the school, was elected principal and a number of changes made in the faculty. The school is now conducted under the direction of an advisory committee of its patrons.

Spring Arbor Seminary, eight miles south of Jackson, is a co-educational religious school established in 1873 and maintained by the Free Methodists. There is an annual enrollment of one hundred and twenty. Mr. H. S. Stewart is the principal.

Calvin College, Grand Rapids, a Dutch Reform institution established in 1876, maintains a preparatory school attended by one hundred and seventy-five boys and girls from the surrounding towns. The pupils are all of Dutch parentage.

Ferris Institute, Big Rapids, is the largest private school in the state giving a variety of courses. There are two departments: the preparatory having a registration of about six hundred and fifty and the elementary about seven hundred. Both

departments are co-educational The principal of the school is William N. Ferris, who was elected governor of Michigan in 1912

German-English Academy, 558 Broadway, Milwaukee, founded in 1851 by prominent Milwaukee Germans under the leadership of Peter Engelmann, claims to be the sole heir of German-American culture in Milwaukee. It is a school of German thoroughness, offering complete instruction from kindergarten to college with an annual attendance of over two hundred, two-thirds of whom are boys The patronage is wholly local. Under the same management there is a Normal School for Teachers which draws from all over the north central states. Max Griebsch is the director.

Evansville Seminary and Junior College, founded in 1855 by Methodists, now under the control of the Free Methodists, is a co-educational preparatory school enrolling two hundred, one-fourth of whom come from outside the state, and offering junior college courses. Mr. Richard R. Blews (Ph D , Cornell Univ.) is the president.

Wayland Academy, Beaver Dam, is an endowed Baptist school for boys and girls, founded in 1855. The curriculum offers high school work, some junior college work, and music courses. More than one hundred students are in attendance from the north central states. Mr Edwin P Brown (A.B., Univ. of Chicago '96), principal since 1901, is a man of keen business sense, zealous for the reputation of the school.

Keewatin Academy, Prairie du Chien, spends its midwinter term at St. Augustine, Florida. It is a small tutoring school emphasizing individual instruction and making much of outdoor life. It was first opened in 1908 by James H. Kendrigan (A.B., Brown), at Mercer. Mr. Kendrigan is a man of earnest purpose but perhaps lacking in financial capacity In 1913 the school was incorporated with the financial assistance of Mr. L. de V Deusman and moved to its present summer location, the old home of the Deusman family. The school is organized in junior and senior departments with separate dormitories. An attractive building for the school has been erected at St. Augustine.

The Galahad School, Hudson, twenty miles east of St Paul, is a small school for boys established in 1905 by T. W. MacQuarrie, a graduate of the State Normal School and Columbia University, and J P. Inglis, University of Wisconsin, both of whom had had previous experience in public schools in various parts of the country. There is a students' organization known as "The Knights of the Round Table" whose activities and ceremonies are secret and wholesome. Much is made of manual and industrial training. The school provides a four-year course of college preparation The boys come from Wisconsin and neighboring states.

Pillsbury Academy, Owatonna, seventy miles south of St. Paul and Minneapolis, is a co-educational boarding school established as Minnesota Academy in 1877 by the Baptist State Convention In 1886 the name of the academy was changed because of the gifts of the great flour merchant, George A. Pillsbury Military drill is prescribed in the five grades Including the music department the school enrolls over two hundred students annually, two-thirds boys, largely from Minnesota There are separate dormitories for the boys and girls About thirty graduate each year Milo B Price (Ph.D, Leipzig Univ.), who had previously been an instructor in other leading preparatory schools, has been principal since 1904.

St. Paul Academy, Dale St. & Portland Ave., St Paul, established in 1900, is a boys' preparatory school which has recently been reorganized by the trustees It will shortly open in a new building on a suburban site as a country day school. It has an annual enrollment of about sixty boys and sends its graduates largely to Yale, University of Minnesota, and Harvard. John De Q. Briggs (A B., Harvard '06), recently appointed head master, is a son of Dean Briggs of Harvard and is supported by a faculty of five.

The Blake School is a country day school patronized by the best families of Minneapolis Founded in 1907 by William McK. Blake largely as a tutoring school, in 1911 it was taken over and incorporated by leading citizens who selected as head master Charles B. Newton (A.B., Princeton '93) for thirteen years a master at Lawrenceville. It has two departments, one in the city for young boys under the direction of Mrs. Anna Barbour, and one eight miles west of Minneapolis in a fine new building erected for the purpose. The teaching force is of the best, representing the leading colleges of the East, to which the school yearly sends ten or fifteen boys. There is a total enrollment of one hundred and sixty-six.

Penn College Academy, Oskaloosa, is the day co-educational preparatory department of Penn College, which was established by Friends in 1864 as Spring Creek Union College. There are about one hundred and seventy enrolled in the academy, who come from nearby towns. A four-year course is offered. Mr. Charles L. Coffin (B.S., Penn College) is the principal.

Jewell Lutheran College, Jewell, established in 1893 by the Evangelical Lutheran Church, is a co-educational preparatory school with a four-year academic course as well as commercial and music courses. About fifteen graduate annually. The students are largely Scandinavians and come from surrounding states. The Rev. K. O. Ettrem is the president.

Morningside Academy, Sioux City, is a Methodist Episcopal co-educational school established in 1894. It is the preparatory department of Morningside College, with an enroll-

ment of one hundred and twenty-five. Mr. E. A. Brown (A.B., De Pauw Univ. '84; A.M., Columbia '10) is the principal.

Highland Park College, Des Moines, offers preparatory and sub-preparatory courses leading to academic and collegiate work. It is a non-sectarian school and Mr. George P. Magill, A.B., is the principal It affords opportunity for poorer students to make up their scholastic deficiencies.

Salt Lake Collegiate Institute, Salt Lake City, Utah, the preparatory department of Westminster College, is a co-educational Presbyterian school established in 1875 with boarding and day students. About one hundred students are enrolled in the four grades. The faculty are graduates of the prominent eastern colleges, and are all experienced. Dr. H. W. Reherd is the principal.

Weber Academy, Ogden, Utah, established in 1888 by Latter Day Saints, offers a four-year course to about four hundred and fifty students, of whom four hundred are local. Mr. James L. Barker, A B., is the principal.

St. Stephen's School, Colorado Springs, Col., is a small Episcopal day and boarding school, enrolling about twenty-five boys, one-half of whom are resident. Established and incorporated in 1910, the school aims to prepare boys for college after the fashion of Groton and St. Mark's. The rector, Rev. Gibson Bell, resigns this year, and will be succeeded by Mr. Ralph E. Boothby, a Harvard graduate and former teacher at Groton.

Southwestern Academy, Winfield, Kans, the preparatory department of Southwestern College, is a co-educational school established in 1885 and controlled by the Methodist Episcopal Church. There is an annual attendance of about seventy and the alumni number about three hundred. Arthur L. Stickel (A.B., Ill Wes. Univ. '81, A.M. '00), who has had long educational experience in the state, has been the principal since 1911.

Washburn Academy, Topeka, Kans., a Congregationalist co-educational school, is the preparatory department of Washburn College, which was established in 1865. Over one hundred are enrolled, mainly local. Mr. Wilson C. Wheeler is principal.

Ottawa University Academy, Kans., conducted by Baptists since its establishment in 1885, offers a four-year college preparatory and a four-year commercial course to one hundred local boys and girls. The president of the University, Mr. Silas E. Price, is principal of the academy.

Smith Academy, Van Vereen Ave. & Windermere Way, St. Louis, a boys' day school, is the preparatory department of Washington University, an institution chartered in 1854. The total enrollment in the elementary and academic departments

is over two hundred. Since 1884 many students have entered college, Yale and Cornell coming after Washington University in popularity. Mr. Frank Hamsher is the principal.

The Manual Training School of Washington University, St. Louis, was established by Prof C. N Woodward in 1879. The four-year course offers a broad training in secondary subjects for boys over fourteen years of age. About one hundred and fifty are annually enrolled, largely from St. Louis There have been nearly fifteen hundred graduates Mr. William R. Vickroy is the principal.

The Principia, Principia Park, St. Louis, is exclusively for the children of Christian Scientists and enrolls about two hundred pupils, one-half of whom are in residence. It is a co-educational preparatory day and boarding school established in 1898 by Mrs. Mary Kimball Morgan, who is the acting principal, and offers instruction from kindergarten through a six-year preparatory course, with commercial, domestic science, and manual training courses as well Military drill and physical training are given prominence.

The University School for Boys, 365 N Boyle Ave., St. Louis, is a small day school preparatory to college maintained by Mr. Franklin Kean (A.B., Univ. of Kentucky) since 1900.

David Ranken, Jr., School of Mechanical Trades, Newstead & Cook Aves, St. Louis, is a large endowed trade school enrolling eight hundred men and boys over fourteen years of age. The regular day course covers two years. The school has grown steadily since its opening in 1909. The superintendent in charge is Lewis Gustafson.

The Country Day School, Kansas City, was established in 1910 largely through the influence of Mrs Hugh C. Ward. The school was fortunate in securing as its head Ralph Hoffmann (A B., Harvard '90). Mr Hoffmann had had a successful experience in the Browne & Nichols School, Cambridge, and is well known as a student of bird life. Under him the school has been successful and has won the support of leading citizens. The first class graduated in 1914. The school now enrolls about seventy boys. Graduates have entered the University of Missouri as well as Harvard, Princeton, and Williams.

Phillips University High School, Enid, Okla., enrolls about ninety boys and girls, largely from Oklahoma. Mr. Ely V. Zollars, president of the University, is the principal.

PACIFIC COAST STATES

The University School, 2264 California St., the oldest private school in San Francisco, was established in 1867 by George Bates, a graduate of Oxford University, England It has since continued each year to prepare boys for universities and colleges. In addition, there is maintained a Primary and Intermediate School of which Karl J. Belling is in charge.

Trinity School, 846 Stanyan St, opposite the Golden Gate Park, San Francisco, an Episcopal day school established in 1876, is conducted by Leon H Roger About one hundred and thirty have entered leading colleges and universities, including West Point and Annapolis. The school is chiefly preparatory to the University of California.

The Potter School, 1827 Pacific Ave, San Francisco, was opened three years ago by George S. Potter (A.B., Harvard), formerly master and secretary of Noble and Greenough's School, Boston, Mass., and had immediate success. It is a day school especially for college preparation enrolling one hundred and twenty-five boys from the leading families of the city and surrounding towns.

Boone's University School, Berkeley, was established in 1881 by Phillip R. Boone, a graduate of Michigan who conducted it for over thirty years. During that time over four hundred of its graduates entered college, chiefly the University of California. It is a home school attended by over seventy boys who come from all parts of the Pacific Coast. Benjamin Weed has recently become the head master.

Belmont School, twenty-one miles south of San Francisco, was founded in 1885 by William T. Reid not long after his retirement from the presidency of the University of California. With the financial assistance of Mr. Hopkins of San Francisco a portion of the Ralston Estate at Belmont was purchased and adapted to the uses of the school. Mr. Reid, a graduate of Harvard, '68, had previously had a long experience in secondary education as head master of the Boston Latin School and principal of the San Francisco Boys' High School. He brought to his work the traditions of the best preparatory schools and from the first it has been his purpose to establish and maintain in the West a college preparatory school fully up to the standard of the best schools of the East. In 1893 Hopkins Academy, an old Congregational school at Oakland, planning to reorganize as a country boarding school, was finally merged with the Belmont School. From 1902 to 1910 Mr. Reid's son, William T. Reid, Jr., Harvard '01, who had made a great name for himself as football player and coach, was assistant head master.

Belmont is primarily a college preparatory school. Three hundred and thirty of its graduates have entered the leading colleges and universities of the East. The school has an annual attendance of about one hundred, chiefly from the Pacific Coast states, one-third of whom are in the Lower School Military drill for three hours a week is required of all the boys unless excused by doctor's certificate.

Manzanita Hall, Palo Alto, was established in 1893 by Frank Cramer. Mr. W. A. Shedd, the present head master, formerly house master at Belmont School, took over the school in 1909 when it was somewhat run down In five years he has built it up so that today it has a substantial reputation for college preparatory work. It is both a day and boarding school, attended by upwards of sixty boys largely from California but representing the entire Pacific Coast.

Washburn School, San José, Cal., is a small day school for boys and girls, maintained by Arthur and Jessica T. Washburn since 1894. Its courses especially prepare for admission to Leland Stanford University Instruction is also given in elementary and grammar school branches. The attendance is about forty, of local patronage.

Montezuma Mountain Ranch School, Los Gatos, Cal., among the Redwoods of the Santa Cruz Mountains, is a small school which has been under the control of E. A. Rogers since 1911 and moved to its present site in 1912. It superseded earlier schools dating back to 1891. The school offers open air life, manual training, and preparation for college. A summer session is also maintained.

The Hicks School, Santa Barbara, Cal., established in 1903, is a small day school limited to twenty-five boys who come from the leading families of Santa Barbara, with a few from the East It offers both elementary and high school instruction. Rodney M. Heggie (A.M., Columbia Univ.) is the principal.

The Deane School, in the Montecito Valley, five miles from Santa Barbara, Cal, was established in 1911, and is a boarding school receiving about forty boys from eight to fifteen years of age and preparing them for the best college preparatory schools Many of its pupils come from the eastern states. John H. Deane, Jr., formerly of the Fessenden School, is principal.

Santa Barbara School, in the Carpinteria Valley, twelve miles southeast of Santa Barbara, Cal., was opened in 1910 and incorporated in 1913. It is a boarding school with a six-year course preparatory to college The twenty boys come from leading families not only from Southern California but the entire country.

Thacher School for Boys, Nordhoff, Cal., is a novel and successful school maintained by Sherman D. Thacher (Yale

'83) with the assistance of his brother, William L. Thacher (Yale '87), as associate head master. It was in 1889 that the first boy came to Casa de Piedra Ranch as a pupil, to take advantage of out-of-door life while tutoring for college, and from this very small beginning the whole idea of the school has gradually developed. The school accommodates fifty boys averaging in age from sixteen to seventeen, who come from the East as well as the West, and special care is taken to receive only boys of good character. Over three hundred boys have attended the school, of whom more than two hundred have entered colleges and universities, Yale and Harvard leading in numbers. Thacher boys are always proud of their school. The faculty are all college men, some of them recent graduates of leading colleges who remain with the school for a year or two

The school life is intimate. There is no fixed curriculum, but the school is organized as Upper, Middle and Lower Schools. Its purpose is to combine out-of-door life in the climate of Southern California, a broad training, and a rich experience, with thorough preparation for college. The out-of-door life is interesting and varied. Every boy keeps a horse and is responsible for its care. Cavalry drill often takes place during the school recess.

The school is in the foothills, overlooking the Ojai Valley, five miles from the town. The mountains round about rise to a height of six thousand feet. The canyons afford opportunities for week-end camping trips and visits to "The Shacks," which the boys have built along a neighboring canyon.

Throop Academy, Pasadena, Cal., is a co-educational school offering technical and high school work to about two hundred and fifty students. It is conducted by Mr. Carleton E. Durrell.

Lordsburg College, Lordsburg, Cal., is a boarding school offering high school work to some fifty boys and girls. Mr. W. F. England is the principal.

Twin Oaks Ranch School, San Marcos, Cal., is a preparatory school conducted by Leonard A. Jordan. There are fifteen students in attendance and a staff of five teachers.

Mt. Angel College and Seminary, at Mt. Angel, Ore., forty miles south of Portland, established in 1887, is a boarding school conducted by the Benedictine Fathers. Instruction includes a preparatory class, and four-year academic and college courses. The seventy students come from all parts of the Northwest.

Portland Academy, 13th and Montgomery Sts, Portland, Ore., organized in 1889, is an endowed co-educational boarding school A four-year academic course is supplemented by a Lower School which covers a seven-year Grammar School course. There are over three hundred in attendance, chiefly from Portland, and about thirty enter college annually. James F. Ewing has recently become principal.

Houston School for Boys, Cannon Hill, Spokane, Wash., is a boarding and day school owned and controlled by a corporation of leading citizens of that city. E. F Strong, the principal, is assisted by a staff of college graduates There is an attendance of about fifty pupils, chiefly from Spokane Classes are kept small, not exceeding twelve. Athletics are encouraged

Saylor Boarding School for Boys, Spokane, Wash., formerly the Lyon Boarding School which was established in 1898, has since 1907 been owned by Mr. J F. Saylor, a graduate of the Iowa State College. The thirty boys come chiefly from the Northwest.

Seattle Seminary and College, at Seattle, Wash., is a Free Methodist co-educational institution with a four-year academic course. There are over two hundred in attendance, divided about equally into boys and girls, who come chiefly from Seattle and the Northwest in general. Alexander Beers is president.

Vashon College and Academy, at Burton, Wash., on Vashon Island in Puget Sound between Tacoma and Seattle, was established in 1892 It is a co-educational school offering academic, commercial, and musical instruction. W G Parkes is president.

De Koven School, for day and resident pupils, on Steilacoom Lake in South Tacoma, Wash., was established in 1891 by Mr. de Los S. Pulford. In 1911 the school was incorporated. There is a four-year college preparatory course as well as a Lower School. About forty boys from Tacoma, and the Northwest in general, are enrolled.

Evans School for Boys, at Mesa, in the Salt River Valley of Arizona, seventeen miles from Phœnix, was established in 1902 by H David Evans, an Englishman educated at Cambridge University. It offers to about twenty Eastern boys an opportunity to experience something of Western ranch life in a dry and equable climate, while continuing their preparation for college examinations. Mr. Evans has been fortunate from the first in enlisting the highest class of patronage. The boys generally attend this school for a year or two preceding college entrance. The life is simple, even rough, the boys living each in his own cabin, keeping horses, and making camping trips. A summer tutoring camp is maintained at Flagstaff at an elevation of seven thousand feet.

MILITARY SCHOOLS

Clason Point Military Academy, on Long Island Sound, is a Catholic boarding and day school with military discipline and drill Established in 1883, it is conducted by the Brothers of the Christian Schools. About one hundred and twenty-five boys are accommodated, most of whom come from New York City and suburbs.

Mt. Pleasant Academy, Ossining, was established in 1814 by public-spirited men of the region. Its fortunes varied until 1845 when Mr. C. F. Maurice became the principal, who in the succeeding nineteen years gave the school much of its present character and introduced the military system. Mr. Charles F Brusie (A.B., A.M., Williams) has been principal for the past twenty years and is lessee under the board of trustees. In 1913 he associated with him Dr. Edward D. Graber, formerly principal of the Greenwich, Conn., High School. A junior department for about thirty boys is known as Mt. Pleasant Hall. The patronage is largely local though there are boys in the school from wide-spread regions.

St. John's School, also at Ossining, is today a technical preparatory school. It dates from 1843. Rev. William Addison Ranney is the head of the school. The school aims to be religious but undenominational. Military drill is a feature, though the school has no standing with the War Department. Junior Hall, a separate school for boys under thirteen, is conducted under the personal supervision of Mrs. Ranney.

The Peekskill Military Academy was founded in 1833. Twenty-four years later military organization was introduced, under "the inspiration of Principal Wells, when the rumbling of impending strife led him to believe that military discipline would invest citizenship with something that might make it one of the valuable aspects of private education." The academy grounds, overlooking the Hudson at Peekskill, comprise twenty acres. The principals, John C. Bucher and Charles Alexander Robinson, both Princeton graduates, have conscientiously administered the school for the past twelve years.

Mohegan Lake School, now in its thirty-fifth year, is in the Highlands of the Hudson near Peekskill. The principals, Albert E. Linder and Charles Huntington Smith, are graduates of Princeton and Amherst respectively. The boys are prepared for business, technical schools, or college.

New York Military Academy at Cornwall-on-Hudson, five miles above West Point, is primarily a technical and scientific preparatory school conducted on a strictly military basis modeled after the United States Military Academy at West Point. Established in 1889, Colonel Sebastian C. Jones (Cornell), the superintendent, has successfully directed the academy for the past twenty-two years. Thoroughly competent on the military side, of no mean business ability, and with a sense of responsibility toward his boys and patrons, under his vigorous administration the academy has prospered. A standard of academic work is maintained, approached by but few other military schools. In 1914 it was designated by the War Department as an "Honor School." The Commandant, Major Milton F Davis, a West Point man, is detailed by the War Department as professor of military science. There are two hundred and twenty cadets in residence coming from all over the United States and foreign countries, but largely from New York. Bard Hall, the pre-academic department of the school, is for boys under fourteen years of age.

The Manlius Schools, admirably located among the hills of Central New York, eleven miles from Syracuse, consist of St. John's, the preparatory school, founded in 1869, and Verbeck Hall, a school for younger boys which has been successfully conducted during the twenty-five years of the present management. General William Verbeck, for twenty-five years the head of the school, has many interests, including politics, and was formerly Adjutant General of the State of New York. The faculty has included some excellent teachers and the equipment is adequate. The efficiency of the military system has caused the War Department to class it with the "Honor Schools" since 1904. Manlius is one of three in New York State to which the Secretary of War regularly details a United States Army officer as instructor in military tactics. A special feature is the cavalry branch of military education. There are about one hundred and fifty cadets and the patronage of the school is almost national.

New Jersey Military Academy, at Freehold, together with the Freehold Military School for younger boys on the opposite side of the town, is owned by Charles M. Duncan. The younger and older boys are thus segregated while both schools have the advantage of a faculty in common.

Bordentown Military Institute was re-established in 1885 by the Rev. Thompson H. Landon, A.M., D.D. It has remained continuously under the same management and the founder has now associated with him his son, Col. Thomas D. Landon, as commandant, and his cousin, Sealand W. Landon, as head master. The Landons are genuinely earnest in their purpose of providing good instruction and have made efficient use of the military system without carrying it to extremes. They have a strong faculty providing a teacher for every ten

boys. Efficient preparation for college is given, which is unusual in a military school, and a large number of alumni are college graduates. The one hundred and twenty cadets come from homes fairly distributed over the northeastern United States. The school has the additional advantage of a strong alumni sentiment, and has sufficient background of tradition working in the right direction so that school spirit really carries a large part of the discipline.

Wenonah Military Academy, twelve miles from Philadelphia, was established twelve years ago by Stephen Greene. Since his death in 1908, the estate has been carried on by a board of trustees and developed by his son, Dr. Wm. H. Greene. Dr. Charles H. Lorence (D.D.S., Penn.) is the president, and Clayton A. Snyder (Ph.D., Union College) is the superintendent. There are about ninety-five cadets organized as a battalion of two companies. Within the last year the War Department has detailed an officer for military instruction.

Pennsylvania Military College of Chester, Pa., traces its origin back to 1821. The family of Col. Charles E. Hyatt, its president, have owned and controlled the institution for over sixty years, Colonel Hyatt's father having secured title to it in 1853. The board of trustees, of which John Wanamaker is president, includes twenty other men prominent in professional, commercial, and educational work. Since 1858 it has been a military institution and in 1862 a charter was granted authorizing the conferring of degrees. All the military equipment is supplied by the state or the United States Government and a United States Army officer is detailed for military instruction. There are three four-year courses of study, civil engineering, chemical and academic, all leading to a degree. There is a preparatory department to fit younger boys for the college work.

Charlotte Hall School, Charlotte Hall, Md., thirty-eight miles from Washington, dates back to 1796 but became a military school about 1850. It is conducted by a board of trustees and the present principal, G. M. Thomas, A.M., Virginia Military Institute. There are over eighty in attendance, largely from Maryland and Washington.

Briarley Hall Military Academy, Poolesville, Md., is a small school under the management of Sydney J. Lodge. The spring encampment on the banks of the Potomac and the sight-seeing excursions to Washington and Annapolis are features of the school.

The Shenandoah Valley Academy, a military school for boys founded soon after the Civil War, was given its present site at Winchester in 1895. On the death of J. B. Lovett in 1908 the property reverted to trustees and has since been managed by Branz Mayer Roszel (A.B., Johns Hopkins Univ. '89, Ph.D., '96). About eighty-five boys are enrolled, one-half of whom are boarders; the other half are local day pupils.

Augusta Military Academy, Fort Defiance, nine miles from Staunton, was established about thirty years ago as the Augusta Male Academy, a day school, by Charles Roller who in 1906 was succeeded by his sons, Thomas A. Roller (Univ. of Virginia) and Charles S. Roller, Jr (Virginia Military Institute). The attendance is about one hundred and twenty-five.

Staunton Military Academy, in the Shenandoah Valley, was established in 1867 by Capt. William H. Kable (A.M., Univ. of Virginia) It has long maintained its popularity and today enrolls three hundred and eighty-five cadets from forty-five states, territories, and foreign countries. Since the death of its founder in 1912 the school has been continued by Col. William G. Kable, who was educated at the academy during the administration of his father, whose policies he continues. The business management of the school has made it successful and for years a portrait of a soulful boy has identified its magazine advertising Its military department came under the supervision of an officer of the United States Army for the first time in 1913.

Fishburne Military Academy, Waynesboro, was established as a day school thirty years ago by James A. Fishburne (Washington and Lee Univ.) in his native town. As it flourished a boarding department was added The school is for the second year under the management of Morgan H. Hudgins (Virginia Military Institute '01). Its administration has always been conscientious and the welfare of the boys safeguarded. It now draws its eighty to ninety boys from Virginia and other states.

Virginia Military Institute, Lexington, was created by the act of the legislature in 1835 to provide for military education and to maintain a guard at the arsenal in Lexington. It is organized like West Point and instruction is technical. A United States Army officer is detailed as professor of military science. The military department has always been most efficient, and has been rated by the United States War Department among the first ten schools every year since 1904. The four hundred cadets come from all over the United States but largely from the South. Two hundred of its graduates are in the United States Army. It receives an annual appropriation of $40,000 from the state, but no other public support, and it is not endowed. The history of this school during the Civil War is one of the brightest pages in the story of the Southern cause.

Fork Union Military Academy, in the foothills of the Blue Ridge, was established in 1897 under Baptist auspices and for the past ten years has been thoroughly military. A United States Army officer is detailed to give instruction, which is confined to the infantry arm of service. C. W. Hardy is the president.

Greenbrier Presbyterial Military School, Lewisburg, W. Va , is conducted by Col H. B. Moore, a graduate of Hampden-Sydney College It is owned by the Presbytery of Greenbrier, who established and equipped it, and who make religious instruction and influence its purpose. There are four courses of study: the primary, preparatory, academic, and business Military drill and routine have been established as a permanent factor. Its patronage, formerly largely local, is becoming more wide-spread

Kentucky Military Institute, Lyndon, has since 1906 followed the interesting plan of spending the winter months at Eau Gallie, Fla. The school was established in 1845. In 1896 Col. C. W. Fowler, himself a graduate of the institute, became superintendent, and in the same year removed the school to its present site. In January every year the school migrates by special train to its winter quarters, returning in April. Colonel Fowler, a gentleman and a scholar, has shown himself thoroughly open-minded and progressive, and early abandoned the classical program and adopted manual training as a feature of the school. He is a capable organizer and business manager and successful in choosing his assistants from the best eastern colleges.

The Columbia Military Academy, forty miles south of Nashville, was opened in 1905 in the old government arsenal which has been transferred to a corporation, and was somewhat altered for school purposes. There are about one hundred cadets who are organized in a battalion of infantry of two companies. Col O. C. Hulvey, the founder and owner of Tennessee Military Institute, is president. The Rev. Joseph H. Spearing is superintendent

Sewanee Military Academy, midway between Chattanooga and Nashville on the Cumberland Plateau, is a department of the University of the South, which was founded in 1857 by the bishops of the ten southern dioceses The academy began as the Sewanee Grammar School but in 1908 it received its present name. It occupies as barracks Quintard Memorial Hall, erected in 1902, which is about half a mile from the buildings of the University. Since 1912 the strictest system of military discipline has been introduced under Col. DuVal G. Cravens, the head master, and the standard has been raised. The cadets are organized into a battalion of two companies with full staff and band.

Tennessee Military Institute, established in 1902 at Sweetwater, has had a steady and consistent growth and now graduates yearly a class of twenty or more. Col. Otey C Hulvey, the competent principal, and all the members of the faculty are regularly commissioned by the governor of the state as officers in the National Guard of Tennessee. The military training is patterned after West Point, and the instruction is under the supervision of the War Department, by which it has been commended.

The Bingham School, Asheville, founded in 1793 by the Rev. William Bingham, who came from Ireland twelve years previously and whose grandson, Col Robert Bingham, the present owner, has been in charge since 1857, is the oldest school for boys in the Southern states and for one hundred and twenty-one years has been continued by the same family The school has been migratory, having had five locations before the present one. The United States War Department details an officer for military instruction. The one hundred and thirty cadets come from all over the southern and many of the northern states. The boys' club-house is an attractive feature.

Horner Military School, removed recently to Charlotte, midway between Richmond and Atlanta, was founded in 1851 by the father of the present principal, Jerome Channing Horner, who has had thirty-eight years' experience in teaching The patronage is local with many day pupils There is an annual summer session.

"The Citadel," Charleston, is a military college modeled on West Point Previous to 1841 it was a state depository for arms and munitions of war, and from 1865 to 1881 it was used as a military post. Since 1882 it has been reopened as a military college. The corps of two hundred and forty cadets is organized as a battalion of infantry of four companies and a band. "The Citadel" has been classed by the War Department as a "Distinguished College" for the last eight years Col. Oliver J Bond (B.S., "The Citadel" '86; Ph D., Ill. Wesleyan Univ. '95) has been a professor in the school since 1896 and head since 1908.

Porter Military Academy, Charleston, was established in 1867 by the late Rev. A. Toomer Porter as an academy for sons of Confederate soldiers. The military features were added in 1890. It admits day pupils who need not wear the military uniform and prepares for the southern colleges and universities. The rector, Rev. Walter Mitchell, is the active head of the school. There is a lower school in connection with the academy where boys from nine to fourteen are admitted. In addition to the preparatory and commercial courses, a general course is given, designed for those students who wish to finish their studies at the school.

Bailey Military Institute, Greenwood, S.C., has an army officer on duty as professor of military science and tactics. Its patronage is largely local but it draws students from all over the state. The superintendent is a prominent Baptist and a successful business man.

Riverside Military Academy, Gainesville, was established eight years ago. In 1913 it came under the business management of Sandy Beaver, the president, who shares the ownership with F. M. McCoy, the principal, and other stockholders. The hustling business administration has brought the numbers up

to over one hundred and fifty. Since 1913 an army officer has been detailed for military instruction. The students are organized in three companies with staff and band There is a summer Naval School on Lake Warner, half a mile distant. Much is made of athletics.

Georgia Military Academy, College Park, has been run since 1900 by Col. J. C. Woodward, a keen competitor of the above. There is a United States Army officer detailed to the academy, and in 1913 and 1914 it was specially commended by the War Department for its military instruction. The cadets are organized in a battalion of three companies and instruction is given in the three arms of the service. There are about one hundred and sixty in attendance, chiefly from the southern states.

Gordon Institute, Barnesville, was incorporated in 1852 as "The Barnesville Male and Female High School," and was renamed in 1872. In 1890 the military system was adopted. The school has been co-educational from the beginning and accommodates two hundred and sixty students all of whom come from Georgia. From twenty-five to fifty are graduated each year. Edward T. Holmes (A.M., Mercer Univ) has been the president since 1912.

Georgia Military College, Milledgeville, was organized in 1879 in the Old State Capitol as a department of the University of Georgia under the name of the "Middle Georgia Military and Agricultural College." In 1893 the trustees of the University withdrew support, and the school has since been assisted by the town. In 1900 the name was changed to Georgia Military College. An active United States Army officer is detailed to the college. The school is co-educational with five hundred and forty in attendance coming from Georgia. Col. O. R. Horton (A.B., Furman) has been president since 1912.

Florida Military Academy, Jacksonville, has accommodations for one hundred and twenty-five boarding and day pupils. The superintendent and owner, Col. George W. Hulvey (A.B., Sweetwater College, Univ. of Virginia, Univ. of Chicago), has been connected with a number of southern educational institutions. Only such features of the military system have been incorporated as seem especially suited to the development of the growing boy.

The University Military School, Mobile, is a small school which does substantial preparatory work and is accredited to the universities. The school always has its full quota and application must be made in advance. Julius T. Wright is the principal.

Gulf Coast Military Academy, Gulfport, Miss., was opened in 1912 by Col. R. B. McGehee, formerly associate principal of Columbia Military Academy. Col. J. C. Hardy came to

the school in 1913. The climate permits much out-of-door work and out-of-door sleeping. There are over one hundred and thirty cadets in attendance, representing most of the southern states and some Central American countries

Jefferson Military College, Washington, Miss., chartered in 1802, is one of the oldest institutions of its kind in the South. Many of the able men of the South, including Jefferson Davis, twelve governors, eight United States senators, and twenty congressmen, were educated at this college At present there are over one hundred boys in attendance, mostly from Mississippi, but with a sprinkling from other states. Col. Robert A. Burton (Univ. of Ky.) is the superintendent.

Amarillo Military Academy, at Amarillo, Tex, chartered as the Lowrey-Phillips Schools, adopted the military system in 1913. B. G. Lowrey, LL.D., is the president and V. B. Lowrey, A.B., is the principal.

West Texas Military Academy, at Alamo Heights, Tex., a suburb of San Antonio, is a young institution, but already the largest in the Southwest. Though an Episcopal Church school it is essentially military in spirit and since 1909 has had an army officer detailed by the War Department. The school is affiliated with the University of Texas, and forty colleges and universities accept its students without examinations.

The Peacock Military College, San Antonio, Tex., has been maintained by Wesley Peacock since 1894 and since 1900 has been a military school. It was the first military school in any Gulf state to be recognized by the War Department, which details an army officer for military instruction. The one hundred students are organized into a battalion of infantry of three companies.

Ohio Military Institute at College Hill, near Cincinnati, was established in 1890 on the foundation then known as Belmont College, and in earlier days as Farmers' College, the Alma Mater of President Benjamin Harrison. The beginning, however, may even be dated back to 1833 to Cary's Academy, established on College Hill by Freeman Cary, father and uncle respectively of Alice and Phœbe Cary, the poets, who conducted a small training school for boys. It remains a small school directed by Col. A. M. Henshaw. The cadets are divided into an upper and a lower school.

Miami Military Institute at Germantown, in southwestern Ohio, was established in 1896 by Col. Orvan Graff Brown, the present head of this school.

Northwestern Military Academy was established at Highland Park, Ill., in 1888 by Col. H. P. Davidson. In 1911 he was succeeded by his son, R. P. Davidson, as superintendent. Colonel Davidson, who is also president of the North Central Academic Association, gives the academy a capable business administration.

He has recently removed the school to Lake Geneva in southern Wisconsin, eighty-five miles from Chicago, but the winter sessions are still held in the old location in Highland Park. The school now affords opportunity for naval as well as military training. The Secretary of the Navy authorized the issue of six completely equipped naval cutters for the naval branch of the school. The military instruction is under the supervision of a United States Army officer assigned by the War Department.

Rock River Military Academy, Dixon, is conducted by Major Edwin B. Floyd, who had served in the United States Army and as commandant of cadets in one of the leading military schools of the West for eleven years. The course of study includes work from the primary grades through high school.

Western Military Academy, Alton, twenty-five miles north of St. Louis, was begun by the late Edward Wyman in 1879 and conducted by him as Wyman Institute until his death in 1888. In 1892 the school was incorporated and the military system introduced. The present superintendent, Col. Albert M. Jackson (A.B., Princeton '84, A M., '87), who has been connected with the school for twenty-seven years, shares the ownership and management with Major George D. Eaton, the principal. The school is one of the best of its class, attractively situated and particularly well-equipped. The academy is a post of the state national guard and receives from the United States War Department military equipment for two hundred cadets. In 1914 because of the efficiency of the military system it was distinguished by the United States War Department as one of the ten "Honor Schools." There are strong departments in athletics and music and college preparatory work is adequately carried on. Upwards of two hundred cadets come from the Middle West.

Morgan Park Academy, fourteen miles from the center of Chicago, was organized in 1892 with the co-operation of President Harper of the University of Chicago. It has recently been reorganized with Mr. E. J. Price as president of the board of trustees and Mr. Harry D. Abells (B.S., Univ. of Chicago '97), principal. Mr. Abells has been connected with the academy since 1898. The patronage is largely from the north central states.

Culver Military Academy, Lake Maxinkuckee, Ind., eighty-four miles from Chicago, is one of the most prosperous of the thoroughgoing military schools. Established in 1894 by the late Henry Harrison Culver, it is still owned by the Culver Estate. On the destruction of the buildings by fire the following year a new building of brick, designed for the school, was erected. Under Colonel Fleet as superintendent, who before had been the head of the Missouri Military Academy, the school grew rapidly. Col. L. R. Gignilliat, who for fourteen years previously had been commandant, has been superintendent since 1910. Colonel Gignilliat is a tactful and capable administrator.

He has an admirable system of supervision of student activities outside the class-room and the drill-hall and holds advanced ideas upon vocational selection, debating, and literary organizations. Under him the academy has continued to prosper so that it now enrolls between four and five hundred cadets The equipment is complete and the faculty strong. Cavalry, artillery, and military engineering are featured. For eight consecutive years the United States War Department has given the military work of the school the highest rating. The cadets come largely from the middle western states, but to an extent the patronage is national.

St. John's Military Academy is at Delafield in the beautiful lake region of Southern Wisconsin, three hours from Chicago. The school was established by the Rev. Sidney T. Smythe in 1884, became military two years later, and was incorporated in 1889, and is still under the direction of its founder. The school emphasizes its Episcopalian influence and all students must attend evensong five times in the week and chapel on Sundays. Gen. Charles King, the soldier novelist, whose home is near by, was early interested in the school and still retains his connection, nominally, as superintendent of military instruction. The commandant, Major Roy F. Farrand, W N. G., is a man of force and is a definite influence. In 1910 the military system had reached such efficiency that the school was designated an "Honor School" by the United States War Department. The two hundred and thirty cadets are organized as a battalion of infantry of four companies with a cadet band. The patronage, though largely from Illinois and Wisconsin, represents thirty-six states and foreign countries. There are eight hundred alumni.

Racine College is a preparatory school with a modified military system which is kept subordinate to the general work of the school. Founded in 1852 by the Rev. Dr. Park as a Protestant Episcopal college, it has during its sixty-three years of existence been an important educational factor not only in Wisconsin but in a great section of the Middle West. The Rev. Francis Shero is the present warden and head master and is greatly beloved by all.

St. Charles Military Academy, twenty miles from St. Louis, dates from 1831 and claims to be the oldest boys' school west of the Mississippi. The attendance of seventy boys is largely from Missouri and surrounding states. Col. Herbert F. Walter is president and proprietor.

Missouri Military Academy, at Mexico, now in its twenty-sixth year, is under the direction of Col Walter Rhodes Kohr, as president. The school is small, permitting one teacher for every ten boys.

Kemper Military School, at Boonville, was founded in 1844 by Frederick T. Kemper, who continued in active control until

his death in 1881. Col. T. A Johnston, the present head, who introduced the military system, has been connected with the school since 1868 and has been superintendent since 1881. Accommodations are provided for one hundred and fifty cadets, most of whom come from the immediately surrounding states There are high school, manual training, commercial, and grammar school departments. The school is organized as a military post and has official recognition by the state In 1914 the military system had reached such efficiency that the school was designated an "Honor School" by the United States War Department.

Wentworth Military Academy, at Lexington, established in 1880, adopted the military system a year later, and is the pioneer military school in the Middle West. In 1914 the War Department placed it among the first ten military schools of the country and its graduates receive commissions as second lieutenants from the State Militia. Its patronage is largely from Missouri and the adjacent states. Col. Sandford Sellers is the superintendent.

University Military Academy, Columbia, is a home school for thirty boys with simple military discipline It is maintained by John B. Welch, for twenty years a high school principal in New England.

Shattuck, at Faribault, fifty miles south of Minneapolis, is perhaps the most notable school in the West. It was the conception of the Rev. Henry W. Whipple, the first Bishop of Minneapolis, who was familiar with the great usefulness of such schools in England as Winchester and Rugby, and saw the need of a permanent educational institution in this region. As early as 1858 the Rev. James L. Breck had established in Faribault a small school which later incorporated as the Bishop Seabury Mission. Out of this have grown the three renowned schools, Seabury Divinity School, St. Mary's Hall for Girls, and Shattuck. The boys' school was named for an early benefactor, Dr. George Cheyne Shattuck, of Boston. The Rev. James Dobbin has been rector from its first organization. In 1913 Rev. E. T. Mathison became associate rector. Mr. John H H. Lyon, except for a brief interval, has long been head master. There is a strong faculty of university graduates. During its long career more than three thousand boys have been trained in its halls. The students are drawn largely from well-to-do families of the great Northwest. Shattuck is a church school and its students live in groups of twelve to forty under a modified "house" system, each house in the care of a master and an assistant. Military training is required of all and the two hundred students are organized into a battalion of infantry. During the Spanish-American War more men were in the service who had been trained at Shattuck than at any other military school. During recent years it has usually been reported by the War Department as an "Honor School."

College of St. Thomas, St. Paul, was opened in 1885 as a diocesan institution conducted by priests It is a Roman Catholic college preparatory school having an attendance of nearly seven hundred, largely from Minnesota, though many other states are represented The military work is of high class and the War Department has several times designated it as a distinguished school The corps of cadets is organized into a regiment of three battalions, comprising nine companies, with a band.

St. John's Military School, Salina, Kans , was founded by Elisha Thomas, the second Bishop of Kansas, with the co-operation of the public-spirited citizens of that town. The school's patronage was largely local, but has now become wide-spread. The lower school is a department for boys under fourteen years of age. The Rev. M. B. Stewart is the principal.

Kearney Military Academy, opened in 1892 under the auspices of the Protestant Episcopal Church, is the only military school in Nebraska. The Rev. Robert B. H. Bell is rector.

New Mexico Military Institute, Roswell, in the Pecos Valley at an altitude of thirty-seven hundred feet, was established by an act of the legislature and opened in September, 1898, but enjoys all the privileges of the older established state military institutions of the East. In 1898 Congress granted it fifty thousand acres of public land which has since been increased, the income from which is used for general maintenance. The buildings are substantial and the school is well equipped. Since 1905 a United States Army officer has been detailed for military instruction. The War Department has for five successive years designated it as a distinguished institution. Since its inception Col. James W. Willson has been superintendent. Its one hundred and eighty-five cadets are drawn largely from the southwestern states.

Hill Military Academy, Portland, Ore., has been prominent in that section of the Northwest since its establishment thirteen years ago by Dr. J. W. Hill (A.B., Yale '78; M.D., Willimette Univ. '81) who has been identified with the educational interests of Portland for nearly forty years. He is now assisted by his son, Joseph A. Hill (Ph.B., Yale '02). It is a boarding and day school and draws its pupils largely from the Pacific Coast and the Rocky Mountain states. A summer camp is maintained at Nehalem, a beautiful and picturesque spot on the rugged Oregon coast.

Hitchcock Military Academy, San Rafael, Cal., near San Francisco, was opened in 1878 by Rev. William Dixon, under the name of "Selborne School." In 1899 the school was destroyed by fire, was rebuilt on its new site, and the name changed to Hitchcock Military Academy. Since that time Rex W. Sherer (Ph.B., Univ. of Cal. '98) has been connected with

the school, first as commandant and since 1911 as president, and has given the school a conscientious business administration. The patronage is from the western states and Central American countries The school maintains a summer camp on Eel River in Mendocino County.

Mt. Tamalpais Military Academy, San Rafael, has had a steady growth since its establishment in 1889 by the Rev. Arthur Crosby (A.M , Rutgers; D.D , Washington and Jefferson). Mr. Crosby is a strong man of serious educational ideals who has made the school one of the best on the Coast. It features cavalry and artillery and has an annual military encampment. In the upper and the lower school over a hundred boys are enrolled who come from the Pacific Coast and a dozen other states and countries. The alumni number about one hundred and eighty.

St. Matthew's Military School, Burlingame, the oldest school on the Coast, sixteen miles south of San Francisco, was established in 1866 by the late Rev. Alfred L. Brewer. His son, the Rev William A. Brewer (A.B., Univ. of Cal) who has now been in charge fifteen years, has admirably and conscientiously continued his father's work. The life is wholesome, democratic, and military, and the patronage, stable. It is a home school surrounded by good influences in which Mr Brewer brings out the best that is in a boy. Most of the boys prepare for college.

Los Angeles Military Academy, in the foothills of the Sierra Madre Mountains, midway between Los Angeles and Pasadena, was established in 1895. Walter J. Bailey, the principal, has been identified with the school for many years and is among the best-known educators of Southern California. Mrs. Bailey is the assistant principal. The patronage is largely local.

The Harvard School, Los Angeles, otherwise known as the "Bishop's School for Boys," is a boarding and day school established in 1900 by Grenville Emery, who had for years been a master in the Boston Latin School. Rev. Robert B. Gooden (A.M., Trinity) is the present head master. The trustees of the school include a number of the most prominent business and professional men of Los Angeles. A United States Army officer is detailed by the War Department for military instruction. There is an enrollment of nearly two hundred boys, largely from California. One hundred and eighty have graduated from the school, some of whom have entered the leading colleges. An attractive feature of the school is its summer camp at Catalina Island, off the coast.

Page Military Academy, Los Angeles, established in 1908 by Robert A. Gibbs (A B., Univ. of S Cal.), is a school for young boys through grammar grades. The school has had a

remarkable growth and next fall will move into new buildings. At present there are one hundred and sixty boys enrolled.

California Military Academy, Los Angeles, now in its tenth year, is a boarding and day military school for boys from six years up. N. William Brick, A.M., is the principal.

San Diego Army and Navy Academy, located at Pacific Beach, a suburb of San Diego, was established in 1910 by Capt. Thomas A. Davis, late Sixth U. S Vol. Infantry. It has had a rapid growth and in 1913–14 enrolled one hundred and twenty-eight cadets. The climatic and other attractions have drawn students from fifteen states and four foreign countries.

GIRLS' SCHOOLS

HISTORICAL SKETCH

OF THE PRIVATE SCHOOL FOR GIRLS

While the beginnings of "female education" in America go back to the earliest Colonial days, it was not until the close of the eighteenth century that there was any general provision made for the formal education of girls. Before that time the teaching of girls was a family, not a public matter. It was a common occurrence for a mother in teaching her own children to include others of the immediate neighborhood, and so grew up the "dame schools" These were often maintained under the sanction of the town and frequently received some slight assistance from the town treasury. In these schools there was some instruction in reading, spelling, sewing, and knitting.

A school of this type existed in New Haven as early as 1651, for the records tell us of a little girl brought into Court in that year for "prophane swearing." She was charged with using such expressions as "by my soul" and "as I am a Christian." At the trial her mother testified that she learned some of her ill-carriage at Goodwife Wickham's where she went to school.

At first girls were barred from the town schools in New England, and it is doubtful when they began to be generally admitted. The earliest record in which girls are mentioned is in connection with the founding of the school in Dorchester in 1639. It was left "to the discretion of the elders and seven men whether maids shall be taught with the boys or not," and history shows adverse action on the part of the seven wise men. But in 1699 in Rehoboth, the selectmen engaged Mr. Robert Dickson "to do his utmost endeavor to teach both sexes of boys and girls to read English and write and cast accounts." Yet even in the early Colonial days there were girls who persuaded their fathers or brothers to teach them, and in such irregular ways a few young women attained knowledge beyond the rudiments.

The Moravians who established themselves in Pennsylvania about 1740 immediately opened schools for both boys and girls. The Moravian Seminary at Bethlehem, established in 1742 as a boarding school for girls, remains to this day the oldest girls' school in the country. The Penn Charter School in Philadelphia, perhaps influenced by the Moravian example, shortly after opened its doors to both sexes. In New England, where the English and ecclesiastical traditions of education

prevailed, there was no separate school for girls until nearly forty years later, and it was not until 1829 that Abbot Academy, the first permanent school exclusively for girls, was established.

The Revolutionary days mark a time of awakening when a demand for education on the part of girls and young women resulted in more adequate provision for their instruction. About the year 1770, in and about Hartford, girls were taught in the public schools. They "had no separate classes though generally sitting in separate benches." At Portsmouth, too, we learn from the diary of David McClure that in 1773 he "opened the school consisting the first day of about thirty misses . . . from seven to twenty years of age. . . . I attended them in reading, writing, arithmetic, and geography, principally. This is, I believe, the only female school supported by the town in New England."

After the Revolution private schools for girls began to appear which offered a somewhat higher grade of instruction. The Rev. William Woodbridge who graduated from Yale in 1780 during his senior year kept a young ladies' school at New Haven in which he taught grammar, geography, composition, and rhetoric. In the same year, too, Dr. Rush established an academy for girls at Philadelphia. Timothy Dwight, the first President of Yale of that name, was a distinguished pioneer in women's education. He maintained a Seminary at Greenfield Hill, Conn., until 1795 when he became President of Yale.

By the close of the eighteenth century, most New England towns had made some provision for female instruction. Usually they were attended to by the schoolmasters during the noon hour. In at least one case the schoolmaster devoted his whole time to the "misses" from five to seven in the morning. The development of the academies was a great step in the higher education of women. Many of the earlier academies opened their doors on equal terms to both sexes. Leicester Academy founded in 1784, Westford in 1793, and Bradford in 1803, were co-educational from the start, and the latter shortly after became exclusively a girls' school.

In the female seminaries which grew up at this time no very high ideals of education prevailed,—the catechism, embroidery, "painting in oils and use of the globes" usually forming an inevitable element in the curriculum. But a stronger movement was at hand. The Rev. Joseph Emerson's Seminary for Young Women at Byfield and Saugus, Mass., was attended in the six years of its existence by upwards of one thousand pupils. Many of them became school-teachers, among them Mary Lyon, who with Emma Hart (afterwards Mrs. John Willard) became the great apostles for the better education of girls. At Hartford, Catherine Beecher's Seminary (1822–1832) together with her writings exercised a wide influence, contributing to the growing popularity of women's education.

The first endowed incorporate institution in New England expressly for the education of girls was the Adams Academy

at Derry, N.H., 1823, where Mary Lyon and Zilpah Grant were co-laborers for four years until they removed to Ipswich, Mass., where the first incorporated girls' academy in Massachusetts came into existence in 1828, Abbot Academy at Andover being established the following year. With the second quarter of the nineteenth century, "female institutions" multiplied rapidly throughout the South and seminaries for women and co-educational schools through the North and West. Much of the instruction was doubtless what would now be called elementary, much of it would today be considered trivial,—undue attention was perhaps given to such accomplishments as the social standards of the times required for young ladies.

The ideals maintained by Mary Lyon, Emma Willard, and later by Sarah Porter at Farmington, all did much to raise the standard of solid learning for girls. Mrs. Willard taught successively at Westfield, Mass., Middlebury, Vt., and Waterford, N.Y., finally in 1821 on the invitation of citizens establishing a seminary at Troy, N.Y., which continues a prosperous institution to this day. Some two hundred schools for girls, one-half of them in the Southern States, were the direct result of inspiration received under her teaching. The labors of Mary Lyon culminated in an incorporation in 1836 of Mt. Holyoke Seminary. But all this was not without opposition and the question was gravely raised, "Who shall cook our food if the girls are to be taught philosophy?"

Since that day the steady growth of seminaries and academies and, more significant still, of colleges and universities solely for women has brought about a universal recognition of the rights and needs of women in educational matters. "Women's liberation from intellectual bondage," "the failure to utilize women's vast energies," "the romantic idea of treating women as a clinging vine," and other similar phrases have been relegated to the vocabulary of the past. The twentieth century regards the education of women as a common-sense, practical essential in the preparation of each generation for its work in the world.

More pertinent, perhaps, to our immediate subject is the fact that the number and popularity of women's colleges and other advanced institutions of learning has led to the creation of a new type of private school in which the preparation for entrance into college life is the most prominent, if not the only aim.

The enterprise characteristic of educational movements of the present day is as evident in the education of girls as boys and it is the private schools that are still leading the way. For special training of all kinds, no high efficiency can yet be attained without resorting to private institutions. This is equally true in music, art, and kindred subjects. Though the public generously provides for the training of teachers for the ordinary grade schools, it is still left to private initiative to supply training for teachers of kindergarten, physical training, domestic science, and the speech arts. The summer

camp for girls is an educational movement still entirely in private hands and may yet be seen to be of such value as to warrant its more general application at public expense.

Education for girls and womanhood has reached beyond mere academic grounding, and now aims to prepare not only for a position of equality, individuality, and freedom in knowledge with men, but for a high conception of her duties to the state and for her share in the world's work. It is the function of every private school for girls to play its part in developing a more efficient and a higher standard for women and, incidentally, for men.

NEW ENGLAND

The Winsor School, Pilgrim Road & Riverway Drive, the largest and perhaps the foremost of the girls' day schools of Boston, is evidence of the able administration and notable executive capacity of Miss Mary Pickard Winsor, a member of the Boston family which has become prominent in education and finance It has grown in the last twenty-eight years from modest beginnings on Boylston Street to a school of two hundred and forty pupils. In 1908 it was incorporated with the assistance and financial backing of some of Boston's ablest and most representative men and women, and the present buildings on Riverway Drive were erected to afford the best educational facilities. Miss Winsor's School has long enjoyed the highest social prestige so that it is patronized by the most exclusive Boston families and those who appreciate the social advantages of membership in the school. The administrative and teaching staff of forty provide, in addition to the general finishing course, a college preparatory and a post-graduate course.

The Misses May's School, 339 Marlborough St., is a continuation of Miss Folsom's School, which for many years enjoyed the highest social standing. Miss Mary C. S. May, the principal, has established a regime which appeals to a characteristic Boston clientele by whom she is regarded with trust and confidence. With the assistance of her sister, Miss Isabelle May, she is at the head of a strong college-trained faculty. In addition to the regular college and post-graduate courses, the school offers special advantages for the study and speaking of French.

Miss Guild and Miss Evans's School, 29 Fairfield St., succeeded in 1911 the Commonwealth Avenue School which, originally founded in 1883 by the Misses Gilman, had a long and honorable record. Miss Fannie C. Guild, a member of a distinguished Boston family, was for ten years joint principal with Miss Julia R. Gilman of the Commonwealth Avenue School, and before that for many years a teacher at Dana Hall, Wellesley. Miss Jeannie Evans was for eleven years previous to 1911 associate principal of Dana Hall She handles the scholastic departments while Miss Guild keeps in immediate touch with the general life of the school. There is a day school of thirty girls, but the resident department is restricted to eighteen pupils, who are drawn from the upper classes all over the

country. A high standard of scholarship and thorough preparation for college are the chief aims of the school.

Miss Haskell's School for Girls, 314 Marlborough St., has for the past twelve years been maintained as a day school by Miss Mary E. Haskell (A.B , Wellesley), a southern woman of strong personality who has made a secure place for herself and her school among an extended Boston clientele. The school prepares for the leading colleges.

Miss McClintock's School, 4 Arlington St., one of the younger schools in Boston, is a small boarding school accepting thirty day pupils. Miss Mary Law McClintock's purpose is to train a small number of girls according to her broad educational and social ideals, and also to afford all the advantages of Boston to girls from outside New England. As the boarding department is limited to a dozen or fifteen girls Miss McClintock is able to give each pupil close personal supervision in an intimate, cultured home life. Born in the South, educated in the West (A.B., Goucher Col.; Ph.M , Univ. of Chicago) and having taught many years in the East, Miss McClintock has brought wide experience and sympathetic understanding as well as originality to the special needs of the girls committed to her care, and has won the affection of her pupils and the confidence of their parents.

Miss Church's School, 6 Gloucester St. & 401 Beacon St., is a day school with a resident department attracting its pupils from families of position and wealth through New England. Since the establishment of her school fifteen years ago Miss Mary E. Church, previously of the Gilman School, has been particularly successful in preparing girls for the demands and activities of social life while at the same time giving them sound academic training. Miss Church is an Episcopalian and all resident pupils are expected to attend Trinity Church.

Miss Chamberlayne's School for Girls, The Fenway, is both a day and boarding school maintained for twenty-three years by Miss Catharine J. Chamberlayne, A.M., who had previously had a long and successful experience in New England schools. Miss Chamberlayne brought to her project mature experience and tried ability, so that the school has made a substantial name for itself and draws not only from Boston but from the East, South, and West. Ten years ago the school moved from Commonwealth Avenue to its new building in the Fenway. It is a finishing school with an enrollment of thirty-five girls offering varied and attractive electives and also affording opportunity for college preparation.

The Brimmer School, 67–69 Brimmer St., is a large day school for girls with a lower school to which boys are admitted in the primary grades and there is also a Montessori class for little children. It is largely patronized by the families of the Back Bay. The school is a continuation of Miss Cummings'

School, which was formed in 1912 through the union of Miss Browne's Classical School for Girls, established in 1887, and Miss Creech's School, which dated from 1909. Increasing numbers required a new fireproof building better adapted to the school purposes, in which the school opened in 1914. The school is now controlled by a corporation of which Richard G. Maclaurin, President of Massachusetts Institute of Technology, is the head. Miss Mabel Homer Cummings, the principal (A.B., Smith '95), taught in the Chestnut Hill School, Brookline, and was principal of the preparatory department of the Volkmann School before she bought the Classical School for Girls in 1911. The assistant principal is Miss M. M. Pickering and there is a faculty of twenty-five.

The Curtis-Peabody School, 507 Beacon St., provides for about fifty older girls in college preparatory and general courses. There is also an open air school for children as young as six. Miss Elizabeth Curtis and Miss Lucy G. Peabody are the principals.

The Cambridge School for Girls, formerly the Gilman School, has through its founder been closely connected with the development of Radcliffe College. Mr. Arthur Gilman conceived the plan of affording women a systematic course of studies under Harvard instructors which resulted in the "Annex" that later became Radcliffe. The success of the "Annex" led Mr. Gilman in 1886 to establish a school for younger girls. It soon became the foremost girls' school for the families of old Cambridge. Miss Ruth Coit, whose family name has been so prominent in New England education, was associated with Mr. Gilman during the last years of his administration and since his death in 1907 has been head mistress. A woman of unusual intellectual vigor she ably maintains the prestige of the school. There is a day department providing for girls of all ages and offering both college preparatory and general courses. The residence nearby on Concord Avenue affords accommodation for a small number of boarding pupils. In 1909 the school was incorporated under its present name. The board of directors includes members of the faculties of Harvard and Radcliffe.

Lasell Seminary, Auburndale, ten miles from Boston, is a school of national rather than local repute. Founded in 1851 by Professor Edward Lasell of Williams College, it was from 1874 until 1908 under the control of Charles C. Bragdon, who is still principal emeritus. He introduced many practical features, including the study of domestic science on a scientific basis. In 1908 Dr. Guy M. Winslow (A.B., Tufts '95, Ph.D. '98), the present principal, who had for ten years previously been an instructor in the school, bought a controlling interest in the property. He is a progressive man with practical ideals of the education of the modern woman and a passion for thoroughness in work. The two hundred students, averaging nineteen years of age, come from all over America. The broadest

democracy characterizes the school spirit and there is a marked vitality about the school life which expresses itself in varied and constant activities. A girl here receives a training fitting her to be a participant, not a mere onlooker in her future environment. A Lasell girl is always "doing things,"—from canoeing on the Charles River to entertaining at a formal dinner with grace of hospitality and housekeeping ability. The faculty of forty offer many courses of college grade. The large body of loyal alumnæ are organized in Lasell Clubs in many cities through the West.

Dana Hall, Wellesley, was founded in 1881 by the Misses Julia A. and Sarah P. Eastman with the co-operation of Wellesley College, as a preparatory school for that institution In 1899 it came under the exceptionally strong management of Miss Helen Temple Cooke, and to her administrative ability it is due that Dana Hall has become one of the leading secondary schools for girls in the United States. Miss Cooke was a special student at Wellesley and had previously conducted a private school in Rutland, Vt. A woman of remarkable personality and force and of high ideals of womanhood, she has a strong attraction for girls, and her influence upon them is inspiring and lasting.

In order to broaden the scope of Dana Hall work, Miss Cooke has established two additional co-ordinated schools: "Tenacre," opened in 1910 for younger girls, fits them for the secondary schools; "Pine Manor," opened in 1911, is an upper school intended for the graduates of Dana Hall and of other secondary schools who desire advanced academic work, with opportunities for domestic science, music, or art Three hundred girls are in attendance at this group of schools. Of eighty graduates yearly about thirty enter college The body of alumnæ numbers nearly two thousand.

Walnut Hill School, at Natick within two miles of Wellesley, is a preparatory school for that and other colleges. It was established in 1894 at the suggestion of President Shafer of Wellesley College by the present principals, Miss Charlotte H. Conant and Miss Florence Bigelow Both are Wellesley graduates, and Miss Bigelow was for four years an instructor in the college. Its proximity to Wellesley enables students and instructors to keep in close touch with Wellesley activities, and the college recommends to it many girls found unprepared to meet its exacting requirements. The high standard of instruction maintained makes Walnut Hill today one of the best college preparatory schools in New England. There is resident accommodation for eighty girls.

The Misses Allen School for Girls was established by the daughters of the late Nathaniel T. Allen, abolitionist, educator, reformer, philanthropist, who for half a century conducted the Allen School for Boys. In 1904 they opened the old colonial Allen homestead at West Newton for young ladies. The forty

pupils are drawn from all sections. The school prepares for college and graduates are now in Bryn Mawr, Radcliffe, Simmons, and Smith. Since the death of her sister, Miss Lucy E. Allen (A B, Smith) has conducted the school. It is distinctly a family and home school where girls receive much individual attention.

Mount Ida School for Girls, Newton, established and owned by Mr. and Mrs. George Franklin Jewett, the principals, attracts about one hundred girls from all parts of the country.

Miss Faulkner's House of Education for Girls, Dedham, is a small boarding school with a larger day department patronized largely by the representative families of Dedham. Miss Faulkner is English both by birth and training, and the school is modeled largely after the English girls' schools. She gives much attention to personal development of pupils who do not go to college, and the school makes a specialty as well of preparing pupils for Bryn Mawr.

Quincy Mansion School, Wollaston, was founded twenty years ago by the well-known New England educator, Horace Mann Willard, whose widow is the principal. The school offers both preparatory and special courses.

Hathaway House, Milton, offers resident accommodation for eighteen girls in attendance at Milton Academy. It is under the supervision of the academy though not a part of it. Since 1901 the academy has maintained a separate department attended by over forty girls above the primary grades.

Standish Manor School, Halifax, twenty miles from Boston and twelve miles from Plymouth, is a home school for backward girls where they may receive careful attention. Opened as the Ivy Lodge School at East Orleans a few years ago by Mrs. Ellen C. Dresser its growth necessitated more spacious quarters and its removal to its present attractive home. Each of the teachers has received special training in her particular subject.

Resthaven, conducted by Miss Catharine Regina Seabury since 1912 on her farm at Mendon, one hour from Boston, is limited to twelve girls. Miss Seabury, the daughter of the Rev. Samuel Seabury, editor of *The Churchman*, studied at Bryn Mawr College and Radcliffe and was eleven years head of St. Agnes, an Episcopal school at Albany.

House in the Pines was established three years ago by Miss Gertrude E. Cornish, at Norton, where proximity to Wheaton College offers opportunities for lectures and concerts. Miss Cornish, who was previously a teacher at Farmington, is a young woman especially fitted to win the admiration and comradeship of her pupils. The forty resident pupils come from wide-spread regions. The elementary department under the direction of Harriet Huson has applied new and original ideas.

Whiting Hall, South Sudbury, is a country home school for younger girls opened two years ago by Mr. and Mrs Elbridge Cutler Whiting.

The Weston School for Girls was established in 1906 in the old Weston homestead at Roxbury by the late Rev. S. Sherburne Mathews and his daughter, Mrs. Elisabeth Mathews-Richardson (A.B , Wellesley), who is the principal. In 1914 the school was incorporated and relocated at Weston. It is a home school emphasizing its outdoor life.

The Waltham School for Girls, founded by Benjamin Worcester in 1860, is conducted by the New Church Institute of Education in conformity with New Church ideals. George H. Beaman is the principal.

Marycliff Academy, Arlington Heights, is a Catholic boarding school for girls but students of all denominations are welcomed. It was first opened in 1913 in the old "Robbins Spring Hotel." It is conducted by the Sisters of Christian Education, a teaching order founded in 1817. Besides the preparatory and academic course, there is a two-year commercial course.

Bradford Academy, the oldest institution in New England for the higher education of women, was established in 1803 by the parishioners of the Congregational church of the town of Bradford and until 1836 was co-educational. The school has been fortunate throughout its history in having on its board of trustees men and women of unusual capacity and devotion to the interests of Bradford. Alice Freeman Palmer long took an active interest which is continued today by her husband, Professor George Herbert Palmer, and by the present treasurer, Lewis Kennedy Morse. The strong personality of Miss Laura A. Knott, A.M., the principal since 1901, is stamped on the life and work of the school. Preparation for the leading colleges is especially accented though the other phases of school life are not neglected. The unusual advantages of Bradford early drew students from all over New England, but for many decades the patronage has been national. During the century and more of its existence over seven thousand students have attended the school, and there are four thousand living alumnæ with associations in many cities. At present there are one hundred and forty-five students guided by a large and efficient faculty. Superior advantages are made possible at a moderate price through an endowment generously contributed by friends since the beginning and by its exceptionally strong management.

Whittier School, Merrimac, named for the Quaker poet, whose home is two miles distant, has been maintained since 1893 by Mr. and Mrs. Wm. M. Russell. Mrs. Annie Brackett Russell is a graduate of Boston University and for fifteen years has been assisted by her sister, Miss Brackett The school makes no pretense of being fashionable, but offers a quiet pleasant home, with college preparation for those who desire, to twenty-five girls who come from wide-spread regions.

Abbot Academy was founded in 1829, the first incorporated school in New England solely for the education of young women. It is at Andover, which has long been an educational center, twenty-three miles north of Boston. Abbot has been fortunate in having a succession of strong and able women as its principals, who have always maintained high educational ideals, inspiring the students and helping them to do most efficient work. The strong influence of Miss Emily Means, principal for many years until her retirement in 1912, still remains with the school. The present principal, Miss Bertha Bailey, formerly of the Taconic School, has in her two years of office ably maintained its standards. The school is rich in traditions and endowments, and has a large body of loyal alumnæ. A democratic spirit prevails among the one hundred and forty girls, who are drawn largely from New England.

Rogers Hall, Lowell, occupies the old colonial mansion and estate of Miss Elizabeth Rogers who gave it, together with a generous endowment, for that purpose The school was created by Mrs Underhill and since her retirement in 1910 her sister, Miss Olive S. Parsons (A.B., Univ. of Chicago), long associated with her, has been the principal. It offers college preparatory and academic work and specializes in music and the household arts.

The Concord School for Girls, formerly Miss White's School, was taken over in 1914 by Miss Marianna Woodhull (A B., Smith; A.M., Columbia), who was formerly dean at Bates College. Her broad training and social experience enable her to maintain high scholastic standards and a home of quiet dignity, simplicity, and charm. There are nearly fifty students in attendance.

The Sea Pines Home School for Girls, Brewster, Cape Cod, was opened eight years ago and is conducted by the Bickfords. The Rev Thomas Bickford, formerly a Congregational minister in Cambridge, and Mrs Bickford together with their two daughters, Miss Faith Bickford and Miss Addie Bickford, all play a part in the school life. It is an unusual school, giving latitude for the development and play of personality. There is an atmosphere of service, religious simplicity, enthusiasm, and affection, so that it seems quite natural to hear the girls address the principal and his wife as "father" and "mother." Girls may follow any usual line of study, music, domestic science, physical culture, or college preparation.

The Bancroft School, Worcester, was organized in 1900 by Mr. Frank H. Robson, previously of the Pingry School, and two years later was incorporated with the assistance of prominent residents of Worcester. It has been a day school for girls and boys from kindergarten to college, but within a year the academic department has been limited to girls.

The Brookfield School is an open-air school at North Brookfield recently opened by Miss Helen and Miss Marion Cooke,

both graduates of Wellesley, who for years had been teachers in the Worcester High Schools.

The MacDuffie School, Springfield, which has been conducted by Dr and Mrs. MacDuffie for about twenty-five years, has justly won a reputation for the soundness of its academic work. As a result it is frequently recommended by the authorities of Smith College, for which it especially prepares It continues the traditions, in a way, of the school long conducted by Mrs. MacDuffie's father at Greenfield. The strength of the school lies in the combination of Mrs. MacDuffie's love of teaching and Dr. MacDuffie's discernment in administration. The day school of forty and the thirty resident pupils, who come from all parts of the country, receive a sound training in the friendly atmosphere of a home About one-fourth of the girls enter college, chiefly Smith.

"The Elms," Miss Charlotte Williams Porter's school, was established by her in 1866 in the old Porter homestead at Hadley, and for the last thirty-three years has been continued at Springfield. Miss Porter was educated at Farmington, and through her guidance the school long since won an honorable academic record by the standards of work maintained and the honors its graduates have taken in college. The majority of the students enter Vassar, Mt. Holyoke, Wellesley, and Smith. The school receives into the family twenty girls and into the day department an unlimited number, many of whom remain from primary years until graduation.

The Mary A. Burnham School, Northampton, was established in 1877, two years after the opening of Smith College, at the suggestion of President Seelye, as a preparatory school for Smith. From the first Miss Bessie T. Capen was financially interested with Miss Burnham and in 1880 became associate principal. On Miss Burnham's death in 1885 Miss Capen continued the school until 1904 as the Mary A. Burnham School. It was then known as the Northampton School for Girls until 1909 when the Burnham heirs, represented by Miss Martha C. Burnham, sister of the founder, resumed the former name, establishing a separate school in the Burnham House and appointing as head mistress Miss Helen E. Thompson, who had been connected with the school since 1879. Miss Thompson's strong attractive personality has done much during the past few years to hold the school together. There are about forty boarding pupils in attendance, and twenty-five in the day school.

Miss Capen's School, Northampton, is the foremost preparatory school for Smith College, for which it gives thorough preparation and to which, in part because of proximity, the great majority of its college girls go. The college authorities cordially recommend it to the school girls who find themselves unable to live up to the exacting standards of freshman year. About half the girls, who are not preparing for college, take more

liberal courses,—domestic science, art, and music. Miss Capen studied at the Massachusetts Institute of Technology and was for some years instructor in chemistry at Wellesley and Smith before joining Miss Burnham in the management of her school At the time of the division in 1909 of what was then known as the Northampton School for Girls, Miss Capen retained the more modern buildings and many of the faculty remained with her. Miss Capen is assisted in the management of the school by her nieces, Miss Bessie F. Gill and Miss Louise Capen, both graduates of Smith About one hundred and thirty boarding pupils are accommodated and about forty day pupils. There is a strong school spirit, as is shown by the number of former pupils who come back with great enthusiasm to the reunions held every five years.

Northfield Seminary, in the village of East Northfield, just across the Connecticut River from the Mount Hermon School, is under the control of the same board of trustees. Both institutions owe their origin to the great revivalist, Dwight L. Moody. The seminary was founded in 1879 and incorporated in 1881. It has an endowment of nearly a million, and as the girls perform a large part of the domestic work, cost of board and instruction is kept very low. Charles E. Dickerson, M.S., is the principal. The student body of six hundred and thirty-five is national and international, many pupils being sent from abroad by missionaries.

Miss Hall's School is pleasantly located on the outskirts of the city of Pittsfield. In the last fifteen years the school has grown from modest beginnings through Miss Hall's administrative genius, without denominational or financial assistance, until it has won national reputation and patronage. The school centers about her personality and embodies her educational and social ideals. Miss Hall's open candor and instinctive aristocratic dignity win the admiration of her girls, with the result that she has been successful in impressing her ideals of American womanhood upon the girls who come under her influence. A discriminating standard of admission has always been maintained, and the endorsement of friends or patrons is required before a girl will be considered as a candidate. The number of resident pupils is restricted to forty-five, and there is a waiting list. About thirty day pupils are in attendance.

Miss Porter's School, Farmington, near Hartford, began in a small way in 1844 centering around the personality of Miss Sarah Porter, a sister of President Porter of Yale. This remarkable woman gave her whole life to the school up to the time of her death in 1900 at the age of eighty-seven. Her fame as a teacher, as it became more widely appreciated, drew to her increasing numbers from which she selected the best material. "Her impress upon her long line of pupils was the result of her own unusual character. She gave to hundreds of the best-born women of the land that poise and stability of character, that

combination of learning and good manners, which is a mark of the noblest American womanhood." In its long history Miss Porter's School has probably exerted a greater influence on American womanhood than any other educational institution except perhaps Mt. Holyoke under Miss Lyon. On Miss Porter's death her nephew, Robert Porter Keep, became trustee of the school, which since his death has been under the able administration of Mrs Keep, who was herself a pupil of Miss Porter.

The Oxford School is a day school established in 1908 for the well-to-do residents of Hartford. Miss Mary E. Martin, the principal, holds to conservative views of education for girls. There are about fifty day pupils in the primary, lower, and upper schools. A small number of boarding pupils are accommodated.

The Campbell School, a home school for girls at Windsor, six miles from Hartford, succeeded in 1903 the Hayden Hall School established in 1867. It is conducted by Dr. A. H. Campbell (A.B., Dartmouth '77, A.M., '80) and Mrs. Campbell, who offer complete courses at a moderate price. For forty years Dr. Campbell has been engaged in New England education. There is an elementary department open to girls as young as eight years.

"Wykeham Rise," Washington, was established ten years ago by Miss Fanny E. Davies, an Englishwoman, who received her education at St. Andrews. The school has been successful, enlisting a wide-spread and exclusive patronage. There are about fifty resident pupils, and college preparation is accented chiefly for Bryn Mawr, though many other colleges are represented among its alumnæ.

Ingleside School was established by Mrs. William D. Black at New Milford in 1892, under whose long administration its policy was determined. The school has been characterized by a democratic attitude, simplicity in living and outdoor life, recreational rather than athletic. It has recently been taken over by the Misses Tewksbury with the financial support of friends of the school. Miss Edith Tewksbury is a Wellesley graduate but the academic work is under the direction of Mr. Arthur Eneboe.

St. Margaret's School, Waterbury, established in 1875, is an Episcopal boarding and day school under a board of trustees of which the Bishop of Connecticut is the president. Miss Emily Gardner Monro (A.B., Brown), who became principal in 1909 when its fortunes were ebbing, has been most successful in building up the school both in numbers and prestige. Today there is a day school of seventy-five and about fifty boarding pupils who come from the eastern and middle western states. Miss Monro has made intimate friends of the girls and makes the school in every way a home center. About one-fifth of each graduating class now enter college. The five hundred alumnæ are organized into an active association.

Westover, a country boarding school for girls near Middlebury, has attained a position of the highest social prestige and is one of the most exclusive schools. It was established and incorporated in 1909 by Miss Mary Robbins Hillard with the assistance of wealthy friends of social prominence. Miss Hillard was for six years a teacher at Miss Porter's School, Farmington, and from 1891 for eighteen years principal of St. Margaret's School in the adjoining town. The school offers a well-rounded training and college preparation for those who wish. There is a yearly graduating class of between thirty and forty of whom six or eight enter college. The patronage, though strongest from the eastern states, represents all parts of the United States.

The Phelps School, Wallingford, was established about ten years ago and takes its name from the former owner and principal, Mrs. Phelps. It is now under the management of Miss Florence M. and Miss Alice E. Peck, the principals. It is a small boarding school emphasizing college preparatory work.

The Gateway, in the best residential section, is a day school for the cultured and wealthy families in New Haven, and provides for education from kindergarten to college. Little boys are admitted to the kindergarten and elementary departments. Miss Alice E. Reynolds, the principal, who established the school, was formerly a teacher in Miss Porter's School at Farmington, and is a strong supervisor with administrative and executive ability. There is provision in the residence for about twenty boarding pupils.

The Courtland School is a day school for girls now in its twenty-fourth year, patronized by the people of Bridgeport. The school is incorporated and Miss Mary J. Miner is principal.

Hillside, Norwalk, is a day and boarding school established in 1883 by Mrs. Elizabeth Hyde Mead. The school today, however, is the result of the capable and able teaching of Miss Margaret Brendlinger (A.B, Vassar '95), the principal since 1908, who had also previously been an instructor in this and other schools. In 1910 Miss Vida Hunt Francis, of Smith, became associate principal and they purchased the property. The school is characterized by simplicity and sincerity, and recognition of its worth has resulted in the increase of the number from only a few girls to over seventy. Complete graded courses from primary to college are offered, but college preparation is emphasized, and Vassar, recognizing the thoroughness of Miss Brendlinger's work, sends to Hillside many girls who register for college entrance but are incompletely prepared.

Miss Low and Miss Heywood's School, Stamford, was established in 1865 by Mrs. C. E. Richardson, an Englishwoman of wide educational experience, and was modeled after the best of the English private schools for girls. In 1883 the school came under the management of the present principals, Miss Low and Miss Heywood, who have continued, so

far as practicable, the policies and ideals of the founder. The school has recently been moved to Shippan Point, Stamford, on the Sound, where there is room for more outdoor life. The resident pupils come from leading families throughout the country, while the day department is supported by the families of Stamford.

The Catharine Aiken School, Stamford, is a day school for girls with a few resident pupils conducted by Mrs. Harriet Beecher Devan (A.B., Wellesley '83), a grand-daughter of Henry Ward Beecher. The school, now in its fifty-seventh year, was for thirty-five years in one location, but in 1911 removed to a new site. It is both a finishing and college preparatory school. The girls come from Connecticut and the West.

Greenwich Academy is a day school for girls first established in 1827. Small boys are admitted to the kindergarten and primary departments. Walter A. Waterman (A.B., Yale) is the principal.

Rosemary Hall, a college preparatory school for girls at Greenwich, prepares especially for Bryn Mawr It was founded by Dr. Ruutz-Rees at Wallingford in 1890 and was incorporated and moved to Greenwich in 1900 Dr. Ruutz-Rees is an Englishwoman much interested in intellectual activities, who has taken degrees at St. Andrews and Columbia and has lived in the United States since 1883. Since 1909 Dr. Mary E. Lowndes, an Englishwoman, who was educated at Cambridge University, has been associated with the school, becoming joint head mistress in 1911. Several of the teachers are English and the school conforms in many ways to English ideals. In 1914 Miss Ryan (A.B., Smith), formerly head of the Villa Dupont School of Paris, joined the school as associate head. The patronage is largely from the wealthy families of New York and other eastern cities.

The Ely School for Girls, at Ely Court, Greenwich, was formerly The Misses Ely's School on Riverside Drive, one of the prominent and fashionable schools of New York City. Founded by the three Ely sisters, it is continued by two of them, Miss Elizabeth Ely and Mrs. Sarah Ely Parsons, and their brother, Mr. Arthur H. Ely (A.B., Yale). The school has a strong faculty and the new buildings and site are unusually attractive.

Miss Howe and Miss Marot's School, at Thompson, in northwestern Connecticut, was established by them in Dayton, Ohio, in 1905, and moved to its present home in 1913. Miss Howe, who was trained at Mt. Holyoke and in France, was for several years in charge of the French department of the Hartford High School. Miss Marot, educated at Wellesley and at Chicago University, was for three years head of the department of English in Elmira College, from 1897 to 1900. Both Miss Howe and Miss Marot were instructors in Miss

Porter's School at Farmington. The school is steadily growing and has a strong faculty of university trained women and offers an unusually broad curriculum.

Wheeler School, North Stonington, is a small boarding and day school of local patronage for boys and girls. Founded by Miss Jennie Wheeler and endowed by her brother, it is now under a board of directors. In addition to college preparation, courses are offered in agriculture and domestic science The principal, Royal A. Moore, is a graduate of Harvard '05.

Lincoln School for Girls, established in 1884 and incorporated in 1912, is a resident and day school on the outskirts of Providence combining the advantages of the city and country. Miss Frances Lucas (A.B., Wellesley) is the principal. In addition to the lower school there is a college preparatory course and a general course with a large number of electives.

The Mary C. Wheeler Town and Country School, established in Providence in 1889, is a resident school with a large farm half an hour by auto omnibus from the city school. Here week-ends are spent and facilities afforded for experimental work in horticulture and domestic science. Miss Wheeler spent six years studying art in Paris. Thus she is able to offer special opportunities for art study in addition to the usual courses.

The Misses Bronson's Home and Day School, Providence, now in its eighteenth year, offers college preparatory and general courses, including primary grades.

The Berkeley School for Girls, Newport, was organized by Mrs. Stephen Elliot Balch at the suggestion and with the support of Newport's summer and naval colony, from whom she draws her patronage. It opened in 1914 with ten girls. There is a Montessori class.

Tolethorpe, a boarding and day school, was opened in Newport in 1914 by Miss S. Alice Browne, founder and former principal of the Classical School for Girls, Boston, and Miss Ethel K. Simes-Nowell. It offers college preparatory and general courses.

Robinson Seminary, Exeter, N.H., founded in 1867, is a large and prosperous endowed day school with an attendance of over three hundred, largely local, though half the graduates live outside the state. Last year fifteen of the graduates entered leading women's colleges of New England. Harlan M. Bisbee (A.B., Bowdoin; A.M., Harvard) has been the principal since 1905. All the academic faculty are college trained.

Mount Saint Mary Seminary, a convent boarding school under the direction of the Sisters of Mercy, was founded at Manchester, half a century ago, but has lately moved to Hookset, N.H., eight miles distant. There is a children's department and an academic department, the latter offering finishing and general courses. About one hundred girls are in attendance largely from New Hampshire and Massachusetts.

St. Mary's School for Girls, Concord, N.H., is a diocesan Episcopal school established in 1886 by the Rt. Rev. W. W. Niles. It is a boarding and day school offering intermediate, college preparatory, and general courses. The principal is Miss Isabel M. Parks, an excellent teacher, a wise disciplinarian, and a woman of high ideals.

Farwell Hall, Wells River, Vt., will this year be closed owing to the illness of the principal, Mrs. Rollins. The students will be cared for by Miss C. E. Mason's School for Girls at Tarrytown, until the school reopens.

Bishop Hopkins Hall, Vt., a diocesan boarding and day school named for the first Bishop of Vermont, was founded in 1888 at Burlington. For some years the Hall was closed pending the raising of an endowment fund, which was thought necessary to fulfil the purpose of the founder. In 1913, the fund having been secured, the Hall reopened, and was able to offer special advantages at a comparatively low cost. The principal, Miss Ellen Seton Ogden (Ph.D., Bryn Mawr), was formerly a teacher at Miss Porter's School at Farmington, Conn.

The Waynflete School is the only private girls' school in Maine. It is a day school at Portland, having a faculty of twelve and offers general and college preparatory courses. The principals are Miss Crisfield and Miss Lowell.

MIDDLE STATES AND MARYLAND

The Spence School for Girls, 30 W. 55th St., has enjoyed high social prestige since its establishment in 1892. Miss Clara B. Spence graduated from Boston University in 1879 and afterwards studied in London. Miss Spence is an educator of strong and gracious personality, and, with the implicit confidence of her patrons, has been able to live uncompromisingly up to her ideals. With the assistance of a strong faculty, all college graduates, a high standard of scholarship is maintained in intermediate, college preparatory, and finishing courses. There are about three hundred girls in attendance, largely day pupils from the exclusive families of New York City. Admission to the school is so eagerly sought that there is a waiting list. The seventy resident pupils come from wealthy families of all sections, who appreciate the social and academic advantages of the associations the school offers. The alumnæ are loyal and universally proud of their school.

Miss Lake's School, 47 W. 55th St., is exclusively a day school maintained by Miss Henrietta Lake.

Miss Chapin's School, 32 E. 57th St., was established many years ago by Miss Maria Bowen Chapin as a primary school.

It has met with merited success and won the highest reputation through the character of its work and has developed into a large day school of about two hundred pupils. There are little girls and boys in the kindergarten and primary grades and the upper school provides finishing and college preparatory courses. Miss Chapin is a woman of very high ideals, gentleness and modesty, who has won and holds a clientele among the best families of the city so that her lists are always filled. Afternoon play and work are provided.

Miss Davidge's Classes, 30 E. 57th St., began a number of years ago as a series of talks which developed into something of an organization in which she (now Mrs. Randall MacIver) is assisted by Miss Eaton, daughter of the Rev. Mr. Eaton of the Madison Avenue Baptist Church. Mrs. MacIver is a woman of delightful personality and has a rare gift of expressing the rich fruitage of her unusual mind. The classes are limited to about a dozen and the places are filled from an old and most desirable clientele Mrs. MacIver takes up topics in art, music, ethics, history, literature, and current events. A few younger children are received and carried through a regular course of study.

Miss Louise F. Wickham, 338 Lexington Ave., has for twenty-one years maintained her school in the old Wickham homestead, affording an intimate home life and chaperonage for ten to fifteen girls who wish the advantages of residence in New York and opportunity for special study. Some of these girls attend such day schools as Brearley.

The Leete School, 17 E. 60th St., is the direct successor of the School for Girls established by Dr. Sachs in 1891. Dr. Sachs, now of Teachers' College, gave up secondary school work in 1907, and since that time Charles H. Leete has been the principal. Dr. Leete (A.B., Yale '79, Ph.D) has been associated with the Sachs Schools continuously since 1881, except for a period of study in Germany. Miss Mary Calhoun (A.B., Columbia), a teacher in the Horace Mann School for thirteen years, is the assistant principal. The school is for day pupils only. There are departments from kindergarten through high school, and its graduates have entered Barnard, Vassar, Smith, Bryn Mawr, and Teachers' College. Little boys are admitted to the lower classes and into the Montessori class.

The Brearley School, 60 E. 61st St., was established in 1884 by Samuel Brearley, a Harvard man who had studied in England, for the purpose of providing a more substantial school for girls and more thorough preparation for college than the schools of the time offered. At his death in 1886 the school was continued by its patrons and has since 1912 been administered by a board of trustees, the members of which are men and women prominent in New York educational and financial circles. It is exclusively a day school, perhaps foremost among the college preparatory schools of New York, both in thoroughness and in the number of girls prepared for college. About two hundred

girls from New York upper class families are in attendance. From 1887 until his death in 1915 James G. Croswell (Harvard '73) was head master. Mr. Croswell was an educator of the first rank and maintained the highest educational standards

Miss Fawcett & Miss Hodge School for Girls, 127 E. 61st St., is a finishing and college preparatory school with facilities for day and boarding pupils. Miss Fawcett studied at the University of Lausanne, the Sorbonne, and Oxford University.

Miss Hopkins' School for Girls, 112 E. 64th St., is a small day school of high ideals maintained by Miss Emma B. Hopkins (B.S , Columbia) which appeals in a lesser degree to the same clientele as Miss Chapin's.

The Comstock School for Girls, 52 E. 72d St., was established in 1862 by Miss M. Louise Comstock, who retired in 1885. Miss Lydia Dwight Day, who for some years had been associated with Miss Comstock, has since her death thirty years ago continued the school, keeping it abreast of modern progress. Mrs. E. Russell Houghton of the Knox School was associated with Miss Day from 1906 to 1911. In 1912 on its fiftieth anniversary the school moved to its attractive new home. It is a day school with a limited number of boarding pupils Preparatory and academic courses are offered and music is emphasized. The school numbers among its alumnæ Mrs. Shepard (Helen Gould), Mrs Theodore Roosevelt, and many of New York's most prominent society women.

The Finch School, 61 E. 77th St , was established in 1900 by Miss Jessica G. Finch, now Mrs. John O'Hara Cosgrave (Barnard '93; N.Y. Univ. '98). It is a successful finishing school in the fashionable part of the city near Central Park "intended for older girls who have completed the more disciplinary work of their earlier school years and are ready for a broader intellectual atmosphere and for the advantages, musical, artistic, and dramatic, of a large city." In 1913 a new technical school department was added offering courses in secretarial training, domestic science, bookbinding, sewing, marketing, and shopping. It draws from upper-class families all over the country, providing accommodation for sixty-five resident pupils and an equal number of New York day pupils. The senior girls are expected to spend the winter term in Europe in charge of the teachers of the school. Most of the time is spent in Italy.

The Charlton School, 646 Park Ave., incorporated in 1905, and controlled by a board of trustees, is a large day school for one hundred girls admitting boys to the kindergarten and primary classes. Miss Emily H. Welch, the principal since 1914, is a Vassar graduate of the class of 1904. The school maintains a strong faculty of college-trained women and lays special emphasis on college preparatory work.

The Gardner School, 607 Fifth Ave., was established in 1857 by Mrs. Charles H. Gardner, still principal emerita. Miss

Louise Eltinge, a graduate of Teachers' College '05, and Miss M. E. Masland, Bryn Mawr '01, both of whom had been connected with the school for several years previously, became the principals in 1910. There are about seventy pupils, a limited number of whom are resident, coming from all sections of the country. About twenty of these are in the junior school.

Miss McFee's School for Girls, 152 W. 72d St., was established in 1895 by Miss McFee, who has since been principal. Associated with her are Miss A. McFee (M D, C.M., Trinity) and Miss Donalda McFee (A.B., McGill; Ph.D., Zurich). The school offers work from kindergarten to college preparation to both boarding and day pupils.

Mrs. Isabel D. Coates receives in her home, 228 W. 72d St., a small number of girls who wish to study art, music, and the languages. Mrs. Coates is a woman of broad culture.

The Veltin School, 160 W. 74th St., established in 1886 by Mlle. Louise Veltin, who now has associated with her as assistant principal, Mrs. Sprague-Smith, is a school of high academic standing. It has an established reputation for the thoroughness of its college preparatory work, and in the past two years twenty girls have entered Vassar, Bryn Mawr, and Barnard in about equal numbers. Day pupils only are received. The teaching of French and art in this school is especially noteworthy.

The Rayson School for Girls, 164–168 W. 75th St., established twenty years ago, was successfully conducted by the Rayson sisters until 1914 when Miss Clara I. Colburne (A.B., Univ. of Vermont) and Miss Martha K. Humphrey (A.B., Smith), formerly principals of Rowland Hall, Utah, took charge. It is a day school of about seventy-five pupils, but the principals receive in their home twelve resident girls. It offers the usual general courses including post-graduate work and college preparation. About one-half of each graduating class enter the leading colleges, particularly Vassar and Bryn Mawr.

The Graham School, 42 Riverside Drive at 76th St., is the oldest existing private school for girls in New York. Established in 1816, it owes its name to the Misses Graham who long continued it as a conservative Presbyterian school Mrs. Miner, a teacher under them, was the co-principal for two years. Since her death the school has been continued by Mr. Howard Dwight Miner, assisted by Miss Anne C. Gates. In the century of its existence the school has occupied five sites, moving progressively uptown, and now is on Riverside Drive overlooking the Hudson. It has accommodation for a small number of resident pupils who are drawn from all over the country and receives a greater number of day pupils. The total of fifty is about equally divided between the elementary and the upper schools.

New York Collegiate Institute, Miss Mary Schoonmaker's School for Girls, 345 West End Ave., has for twenty-six years

provided courses from kindergarten through college preparatory and finishing work. Of the sixteen teachers thirteen are college graduates and five have been with the school for over fifteen years.

The Semple School, 241 Central Park West, has been maintained as a day and boarding school since 1898 by Mrs. T. Darrington Semple. It is a well-known and high-class finishing school, having a fashionable patronage largely from out of town, its girls coming from both South and West.

The Davidsburg School, 114 W. 85th St., established by Miss Estelle B. Davidsburg, is a school for girls from Jewish families. Miss Davidsburg is assisted by Mrs. Eugene H. Lehman, both in the conduct of the school and as joint owner of their Maine summer camp, known as The Highland Nature Club.

The Benjamin School for Girls, Riverside Drive near 86th St., a home and day school, was established by Mrs. Maurice C. Benjamin (A.B., A.M., Syracuse) in 1905. The school is non-sectarian but is patronized by girls from the leading Jewish families of the United States. The faculty is composed exclusively of college women and a specialty is made of preparation for college. The school maintains a high academic standing and offers excellent advantages in music.

Alcuin Preparatory School, 15 W. 86th St., is a large day school with a competent faculty of twenty, offering courses to meet the needs of all classes of girls. The principals are Miss Blanche Hirsch and Miss Grace Kupfer.

St. Agatha, 553 West End Ave , was established as a separate Church school for girls in 1898 by the corporation which has existed since 1827 under the name of the New York Protestant Episcopal Public School and which administers Trinity School. St. Agatha is a day school offering a twelve-year course from primary to college and is attended by over two hundred girls. Miss Emma C. Sebring (A.B., Smith '89), for three years a member of the faculty of Teachers' College, has since 1898 been the principal and maintains a high standard of excellence. There is a faculty of twenty-three.

De Lancey School for Girls, West End Ave. & 98th St., was established by Miss Amelia De Lancey, its present principal, in 1876 and has been in its present location for the last eight years. Miss Mary McNear Wolt is the associate principal. The school has been long under one management and as one might expect is conservative in spirit, retaining the best of the earlier methods and adopting the valuable and practical in the modern. Young girls here receive sympathetic and motherly attention. The departments range from kindergarten and primary grades to college preparation. There are also classes in which boys are prepared for the grammar departments of all boys' schools.

Hamilton Institute for Girls, 601 West End Ave., of which Mrs. N Archibald Shaw, Jr., a teacher of thirty years' experience, is the principal, was established in 1903 as a result of the success of the Hamilton Institute for Boys established by her husband ten years previously. It occupies a separate but adjoining building. The school is limited in attendance to seventy-five. Girls have been successfully prepared for the leading colleges.

The Scudder School for Girls, 59 W. 96th St., became so known in 1912, an older school established in 1895 having been taken over by Myron T. Scudder the previous year. Mr. Scudder brought to the school a varied educational experience, having been successively a teacher, a Regents' Inspector, a State Normal School principal, and professor of education at Rutgers. The school wishes to be known as an efficiency center. There are a great variety of courses,—Montessori kindergarten, elementary, high school, and secretarial. The residence for boarding pupils is under the charge of Mrs. Scudder.

The Barnard School for Girls, 421 & 423 W. 148th St., is one of the group of four schools established by William L. Hazen and Theo. E. Lyon in 1896. It is a large local day school at a low price, having an attendance of one hundred and fifty girls and about forty little boys in the elementary department. Miss Katharine H. Davis is the principal. Physical education is emphasized.

Riverside School, 879 West End Ave., now in its eighth year, was formed by the union of two separate schools conducted by the present co-principals, Miss Marion Lighthipe and Mrs. Pauline W. Sharpe. It is a day school for pupils from kindergarten through the high school grades. The capacity of the school has been recently enlarged so as to provide for more than its former number of one hundred. Little boys are taken through the fourth year of the elementary school.

Ursuline Academy, 1032 Grand Concourse Ave. cor. 165th St., is a small boarding and day school chartered by the Regents of the State of New York. About eighty-five girls attend the school at moderate cost.

Scoville School, 2042 Fifth Ave., has for sixteen years been maintained by Mrs. Helen M. Scoville (Mills College), the present owner and principal, at its present location above Mt. Morris Park. The school originated as early as 1882 under Miss North, who was succeeded by Miss Edith Gregory. The school was then purchased by Mrs. Scoville and until ten years ago was known as the Classical School for Girls. Previous to 1893 Mrs. Scoville was for eight years engaged in teaching in California.

Academy Mount Saint Vincent, on the Hudson in the suburbs of New York City, is a convent boarding school maintained since 1847 by the Sisters of Charity. Courses are offered in the elementary and high school grades.

The Brooklyn Heights Seminary, 18 Pierrepont St., is a day school for girls and small boys which provides instruction from Montessori through the high school grades. Established in 1851 by Alonzo Gray, the school was incorporated by its patrons in 1903, and Miss Ellen Y. Stevens (Ph.B., Univ. of Chicago '00), for ten years in the Horace Mann School, has since been principal. Miss Stevens is assisted by a strong faculty of college-trained instructors. There are about one hundred and thirty pupils including the Montessori and primary classes, which recite in the open air.

The Packer Collegiate Institute, 170 Joralemon St., on Brooklyn Heights, offers elementary and secondary instruction as well as a two-year college course. The academic department with four hundred and seventy day scholars is the largest. There are over one hundred and fifty in the elementary department and about one hundred in the collegiate. In its long history the school has played an important part in the education of Brooklyn families. It opened in 1854 and was named in honor of Mrs. H. L. Packer who gave money for the new building, but it occupies the site of the Brooklyn Female Academy organized by public-spirited citizens in 1845. It is administered by a board of trustees. Edward J. Goodwin (A.B., Bates '72; L.H.D., Amherst '05), who had had a long previous experience in varied educational capacities, has been principal since 1908. There is a strong faculty of fifty, largely college-bred women.

The Berkeley Institute, 183 Lincoln Pl., Brooklyn, a day school offering kindergarten and college preparatory courses to about four hundred and fifty pupils, was incorporated in 1886, and is under a board of trustees. Since 1909 Henry White Callahan (A.B., A.M., Hamilton; Ph.D., Rutgers), who has had a wide educational experience, has been the principal. There are twenty-four instructors.

Cathedral School of St. Mary, Garden City, is maintained by the Chapter of the Cathedral of the Incarnation. It was opened by the Bishop of the diocese in 1877, and the present main building was erected in 1892 as the gift of Mrs. A. T. Stewart, who also endowed St. Paul's School. It is both a boarding and day school with religious instruction in all grades. Miss Miriam A. Bytel (A.B., Radcliffe '95) has been the principal for the past five years and under her administration St. Mary's has become more of a college preparatory school. Miss Bytel had previously for nine years been connected with the Cambridge School and for five years was associate principal of Miss Church's School, Boston. The faculty includes many college-bred women. There are seventy-five day pupils, and fifty girls in residence, who come from all over the country. The school prepares for all the leading colleges and offers general and advanced courses for girls who do not wish to go to college.

Mrs. Hazen's School for Girls, a boarding and day school for girls at Pelham Manor on Long Island Sound, was established in 1889 by Mrs. John C. Hazen and continues under her generous and large-minded management It is near enough to make use of New York advantages. The school is patronized by one hundred girls from New York and from a distance as well. It has well-organized departments covering instruction from primary upwards.

The Manor School, at Larchmont Manor, maintained by the Misses Mary E. Hull and Grace Huntington, is a day school with a small boarding department. The school accepts pupils from kindergarten grade up, and boys are admitted to the primary department of the day school. The school co-operates with Cours Dwight in affording a final year of five months in Paris and three months in European travel.

Oaksmere, Mrs. Merrill's School for Girls, was opened in 1906 at New Rochelle and in 1914 moved to its new site at Mamaroneck on the shore of Long Island Sound, a large hotel property admirably adapted for the school having been purchased. It is a boarding school, but day pupils are accepted. Mrs. Winifred E. Merrill (A.B., Wellesley; Ph.D., Columbia) is the principal and Miss Isabella Starr (A.B., Vassar) is dean of the school. Splendid advantages are offered in swimming and water sports.

Rye Seminary, an old established school, one hour from New York, is a boarding school for about fifty girls with a large day school, including primary, intermediate, and academic departments, but emphasizing college preparatory work. The school was begun by Mrs. Susan J. Life in 1856 and she still remains an inspiring factor in the life of the school. More than a thousand loyal alumnæ have come under her influence. Since 1870 the school has been located at Rye under its present name. Of recent years the conduct and management of the school have largely fallen to the Misses Stowe, Miss Mary G. and Miss Harriet T., who with Mrs. Life act as principals. They are assisted by a faculty, including graduates of the leading women's colleges, and about twenty-five per cent of the girls enter college each year.

The Halstead School, a day school of local patronage maintained by an association of citizens of Yonkers, includes a senior school for forty girls and a junior school for about fifty little girls and boys. It was established as early as 1874 and was incorporated in 1896. The principal is Miss Mary S. Jenkins.

Brantwood Hall occupies an attractive site at Lawrence Park, Bronxville, twenty-eight minutes from the Grand Central Station. It was established by Miss Mary Talulah Maine (A.B., Wellesley) in 1905, who in admiration of Ruskin named the school for his old home. It is both a boarding and day school, many of the resident pupils coming from the West.

Heathcote Hall, the Misses Lockwood's Collegiate School for Girls at Scarsdale, was established by them in 1886. It is a country boarding and day school accommodating about seventy girls.

The Misses Masters School, commonly referred to as "Dobbs Ferry," is a boarding school founded in 1877 and since maintained by Miss Masters and Miss Sarah W. Masters. It is a school of the highest social prestige which zealously maintains an exclusive atmosphere, so that admission is eagerly sought. Nearly two hundred girls, however, are annually admitted, one hundred and sixty of whom are in the boarding department, housed in separate cottages. To the small lower school a few little boys are admitted. While not a college preparatory school a high standard of scholarship is maintained and great stress is laid on religious training. The discipline is strict though the honor system of government is emphasized. Girls are not accepted for a lesser period than three years.

Mrs. Dow's School, Briarcliff Manor, is exclusively a boarding school with a lower school for younger girls. Mrs. Dow was long associated with Miss Porter at Farmington and after Miss Porter's death was in charge of the school for two years. In 1902, associated with Miss Mary Alice Knox, former pupils, and members of the faculty of Farmington, she established this school. Mrs. Dow's management insures a happy school life for her girls with many social advantages and diversions. The popularity of the school attracts one hundred and twenty-five girls from wide-spread regions.

The Briarcliff School for Little Girls, now for seven years maintained by Mrs. Frances Scharff Marshall, offers instruction and a pleasant home and outdoor life in the first eight years of school in preparation for the leading girls' schools. Twenty boarding pupils are accommodated.

The Knox School for Girls, now at Tarrytown, was established in 1904 at Briarcliff Manor by the late Miss Mary Alice Knox, a woman of scholarly attainments, previously associated with Mrs. Dow in the establishment of the school at Briarcliff. On Miss Knox's death in 1911 Mrs. E. Russell Houghton (A.B., Smith), for six years of the Comstock School, New York City, took over the school. After the destruction of this plant by fire in 1912 Mrs. Houghton incorporated the school under its present name and moved it to its present site, Brookside Park, Tarrytown. It is a home school for sixty girls from all parts of the United States, and there is a lower school for day pupils. The school has a strong college-trained faculty and offers college preparatory and finishing courses.

Miss Mason's School, popularly known as "The Castle," has been conducted by Miss C. E. Mason since 1895 in a castellated old mansion overlooking the Hudson at Tarrytown. It succeeded the school of Dr. and Mrs. Irving previously in New

York City. Miss Mason was born and educated in the South and has had a long educational experience, having been for a time in charge of Brook Hall, near Philadelphia. "The Castle" is attended by about one hundred and thirty boarding pupils ranging in age from seven to twenty-five who come from all over the country. A European travel class is annually organized from the older girls of the school.

The Misses Metcalf's School for Girls, also at Tarrytown, is a home and day school with instruction from primary to college.

"Marymount," Tarrytown, is a select school of seventy-five girls conducted by the "Religious of the Sacred Heart of Mary," but admits non-Catholics and a few day pupils. Both grammar school and academic courses are given.

The Ossining School, a boarding and day school for about seventy girls, offers instruction for all grades including vocational courses The school was established in 1876 by Sarah Van Vleck (Mrs. Wilson Phraner), and for a number of years Miss Clara C. Fuller and Miss Martha J. Naramore have been the principals. The girls come from homes of refinement from widely distributed sections of the United States A loyal alumnæ association meets twice annually.

Drew Seminary, also known as The Carmel School for Girls, at Carmel, fifty miles from New York City, is a Methodist Episcopal school founded as early as 1851 as the Raymond College Institution. It was incorporated under its present name in 1866 and is patronized largely by the daughters of Methodist ministers, over one hundred being in attendance. The president is the Rev. Robert Johns Trevorrow.

St. Mary's School, beautifully located at Peekskill, is a High Church school under the care of Sisters of St. Mary. There are upward of one hundred boarding pupils who enjoy a happy home life.

Ladycliff Academy, Highland Falls, is a Catholic institution for girls from kindergarten to academic grades, but little boys are accepted in the lower grades.

Putnam Hall, Poughkeepsie, is a preparatory school for Vassar, the proximity of which enables it to keep in close touch with the college. The school is under a board of directors and Miss Ellen Clizbe Bartlett (A.B., Elmira) has been the principal since 1905 and connected with the school since 1901. It has a strong faculty almost exclusively of graduates of the leading women's colleges.

Glen Eden, an academic and collegiate seminary for girls, is a moderate-priced school for boarding pupils exclusively, receiving sixty pupils who come from all over the United States. Opened in 1910 by Dr. and Mrs. Frederic M. Townsend, it occupies an old estate on the highlands in Poughkeepsie. Dr.

Townsend had previously had a varied experience in private schools, for a time as director of the National Park Seminary, Washington.

The Bennett School for Girls, familiarly known as "Millbrook" from its location in Dutchess County, is a fashionable school patronized by wealthy families, particularly of the eastern states. It is a large boarding school deservedly popular because of the wholesome ideals of girl-life that there prevail. Though not primarily a preparatory school, sound work is done in their six-year course and the faculty includes a considerable number of college-bred women. Miss May F Bennett, the principal, is a woman of sensitive and penetrating personality and of real spiritual power. Her early educational inspiration came from Col. Francis Parker, under whom she worked in the Framingham Normal School, and the school is the result of a rich educational experience. Her actuating ideal at present seems to be social service. The school is democratic and the life well-balanced. The outdoors is not forgotten.

St. Agnes School, Albany, is both a day and boarding Episcopal Church school, founded in 1870 by the Bishop of the Diocese, the Rt. Rev. William Croswell Doane. The school today is under a board of trustees and board of managers of prominent church people. Miss Ellen W. Boyd, the principal since 1903, is still principal emerita, and Miss Matilda Gray succeeded Miss Seabury as head of the school in 1912. It is a school of high standards maintained at moderate cost. The one hundred girls come from leading Episcopal families of the state.

Albany Academy for Girls was established in 1814 as the Albany Female Academy. In its century of existence the school has several times outgrown its quarters and been forced to move. It has occupied its present site since 1893. It is a day school attended by about one hundred and fifty with accommodation for a limited number of boarding pupils. The instruction covers eleven years of school work, and a high standard of scholarship is maintained in college preparatory work. Miss Esther Louise Camp is the principal.

Emma Willard School, Troy, has just passed the century mark, having been opened in 1814 by the co-pioneer with Mary Lyon in woman's education, at Middlebury, Vt. In 1819 an offer of financial assistance drew the school to New York and in 1821 on invitation to Troy, where it became known as The Troy Female Seminary. In the next fifty years of its existence more than fifteen thousand young women were enrolled, many of them becoming school mistresses and directors who carried the influence of the school far and wide. In 1892 the school was reorganized under its present name. The gift of $1,000,000 of Mrs. Russell Sage made possible a new and architecturally beautiful home for the school to which it moved in 1913. The school offers two four-year courses, college preparatory and general, and a two-year collegiate course. There are about two hundred

and fifty in attendance, about half of whom come from the region round about, and the remainder from all over the nation. Miss Eliza Kellas, Ph.B., is the principal.

St. Faith's School, Saratoga Springs, is a Church school founded by Miss Eleanor Shackelford in 1890, who from that date until 1909 shared the management with Miss Beatrice Sands. In 1912 Miss Shackelford became principal emerita, since which time the Rev. H. C. Plum (A.B., Harvard) has been rector and principal. The school was established to provide for the girl of small means and the entire cost of board and tuition is kept extremely low because of the endowment. There are about fifty boarding pupils, most of whom come from New York and New Jersey, and the school is growing. About one-fourth of the entire number enrolled prepare for college.

Ursuline Academy, Middletown, sixty-seven miles from New York City, opened in 1886. It offers instruction from elementary through high school grades. Though a Catholic school others are admitted.

The Lady Jane Grey School was founded on the outskirts of Binghamton in 1883 by Mrs. Jane Grey Hyde. It is a boarding school attracting over sixty pupils, largely from the small cities of the state and the West. Mrs. Hyde is assisted by three co-principals, the Misses Mary and Jane Hyde, and Miss Ella V. Jones.

Wallcourt, Miss Goldsmith's School at Aurora on Cayuga, was formerly the Wells School and is adjacent to Wells College. It is a small college preparatory and finishing school occupying a fine old Dutch mansion. Mrs. Anna Goldsmith Taylor is the principal.

The Buffalo Seminary, a day school for girls between the ages of thirteen and eighteen, was established in 1851. It now occupies a new building on Bidwell Parkway and Potomac Avenue, at the entrance to Argyle Park. The seminary offers both academic and college preparatory courses. Miss L. Gertrude Angell (A.B., Wellesley '94) has been the principal of the seminary since 1904. There are one hundred and fifty enrolled, two-thirds of whom are taking the college preparatory course. Graduates yearly enter Cornell, Mt. Holyoke, Smith, Vassar, and Wellesley.

The Elmwood School on Bryant St. is the elementary department for little boys and girls and for girls alone through the ninth grade. Miss Charlotte K. Holbrook is the principal of this school.

The Franklin School, 126 Park St., Buffalo, is a girls' school, co-educational through the fifth grade. Its strength in numbers is in the lower rather than the upper school. The work is of high standard with emphasis on the classics. Miss Bertha A. Keyes (Smith) is the principal.

Dwight School for Girls, Englewood, fourteen miles from New York, was established in 1859. It combines the features of both a college preparatory and a finishing school. About one hundred and thirty girls are in attendance, of whom fifty are in residence. There is a primary department for girls from six to ten. The graduates are organized into an alumnæ association of three hundred members. Miss Euphemia Creighton and Miss Ellen W. Farrar are the principals.

Ferens School, conducted by the Misses Ferens at Tenafly, is a day school with a boarding department for twenty girls under fifteen years. Little boys are admitted to the day school.

Old Orchard School, Leonia, a home school for children between the ages of four and eight, is for both day and boarding pupils. It is now in its third year. Mrs Anna G. Noyes is the principal.

The Newark Seminary, established in 1881, is a boarding and day school accommodating about forty pupils. The principal is Miss Anna F. Whitmore.

Dearborn Morgan School, Orange, now in its forty-seventh year, is a large day school for girls admitting boys through the fifth year of the elementary department. The academic course offers college preparation and about one-fourth of the graduates have entered the leading colleges. The school holds a place of importance in the community. The principals are Miss Caroline R. Clark and Mr. George Shelley.

Miss Beard's School for Girls, Orange, was established by Miss Lucie C. Beard, the principal, in 1892. It is both a finishing and a preparatory school. It is well organized with all the usual departments under a strong faculty of college women. The course of instruction covers all grades from Montessori upward. The school is attended by two hundred girls in the boarding and day departments.

Monteith School, South Orange, has been maintained by Miss Caroline and Miss Ethel R. Monteith since 1903. It is a day school offering a great variety of courses from kindergarten to college preparation, but the work is especially designed for young girls from ten to fourteen. Boarding accommodation is offered to ten pupils.

Kent Place, Summit, is a working school, providing sound academic training from primary to college preparatory work. It was established as a day school for the residents of Summit in 1894, and two years later Mrs. Sarah Woodman Paul and her sister, Miss Anna S. Woodman, both graduates of Wellesley, took charge of it. The school has had a continuous and wholesome growth, and its boarding department attracts students from all over the country. Resident accommodation is limited to forty girls who live in a home removed from the school rooms, which occupy a new and especially constructed school build-

ing. The school is now maintained by the Summit School Company of which Hamilton W. Mabie is president.

Vail-Deane School, Elizabeth, is a growing school now in its forty-sixth year. It is both day and boarding and accommodates about one hundred and fifty pupils in departments from primary to college preparation. Miss Laura A. Vail is the principal.

The Hartridge School, Plainfield, is a boarding and day school established in 1903 by Miss Emelyn B. Hartridge. The courses extend from the Montessori class to college preparation and finishing. Only a limited number of resident pupils is received. The recitation hall is distinct from the residence.

Centenary Collegiate Institute, founded at Hackettstown in 1866 by the Newark Annual Conference of the Methodist Episcopal Church, is a boarding school accommodating one hundred and seventy-five girls, many of whom are from New York, Pennsylvania, and New Jersey, but there is a scattering number from all over the country. Co-educational until 1910, it is now for girls only Rev. Jonathan Magie Meeker, Ph.D., of New York and Wesleyan Universities, has been president since 1908.

Calhoun-Chamberlain School, Red Bank, thirty miles south of New York City, is a boarding school under the direction of the Misses Calhoun and Chamberlain.

Miss Ethel Walker's School for Girls, Lakewood, was opened in 1911. It is a small residential and day school with an enrollment of thirty-five girls. Boarding pupils come from all portions of the eastern states. The course of study includes college preparation. Miss Walker (A.B., Bryn Mawr '94) is an experienced teacher, and previous to the establishment of her school she taught history at the Baldwin School, Miss Irwin's, Miss Wright's, and the Brearley.

The Lakewood School for Girls opened in 1910 at Lakewood under the direction of Miss Edith Samson. It is a boarding and day school with an attendance of thirty pupils who come from every part of the United States though largely from the East. All the faculty are college women and there is one teacher for each three girls. Classes are frequently held in the open air.

St. Mary's Hall, Burlington, midway between Trenton and Philadelphia, now in its seventy-eighth year, was founded by the Rt. Rev. George Washington Doane, Bishop of New Jersey. The school is administered by a board of trustees and the Rev. John Fearnley is the rector, and Mrs. Fearnley the principal. It is a boarding and day school offering general and college preparatory courses. There is a children's department for girls under twelve. There are over seven hundred living graduates representing nearly every state, over six hundred of whom are

members of the alumnæ association. Last year there were seventy in attendance coming from nineteen different states.

Ivy Hall School, Bridgeton, was founded in 1861 and is now under the direction of Miss Macdonald and Miss Finn. College preparatory and general courses are offered to both boarding and day students.

The Agnes Irwin School, 2011 De Lancey Pl., Philadelphia, is foremost among the girls' schools of Philadelphia not only in college preparatory work but in social standing Established in 1870 by Miss Irwin, her work in this school won her so great a reputation as an educator that in 1894 she was called to be the first Dean of Radcliffe College, and in her fifteen years of service largely determined the future character of Radcliffe. Miss Sophy D. Irwin was in immediate charge of the school until her death in 1915, which followed the death of her sister within a month. Both were remarkable instructors in American education and were able to instill in their pupils a real love for knowledge. It is exclusively a day school attended by upward of two hundred pupils. There is an elementary department.

Miss Hills' School, 1808 Spruce St., Philadelphia, was established in 1893 at the suggestion of patrons of the William Penn Charter School. It is a day school fulfilling the same function as the Penn Charter, providing instruction from primary to college. The senior four-year course accents college preparatory work. In 1914 the school opened a branch at Ardmore providing Montessori kindergarten and primary instruction for young children, both boys and girls. Mrs. Elizabeth Hills Lyman, one of the founders whose name the school bears, is still the principal.

The Holman School for Girls, 2204 Walnut St., Philadelphia, is a day school established in 1900 by Miss Louise Holman Haines who continued it until her death in 1908, and it was then carried on by Miss F. E Oliver. In 1913 it was taken over by the present principals, the Misses Elizabeth W. and Jessie N. Braley, both Wellesley graduates. The school offers a complete course from Montessori classes through preparation for college. The primary and intermediate grades are conducted in the open-air department.

Dr. Mary B. Leeds conducts a small school for girls and young ladies, which two years ago succeeded Miss Anable's School at 1350 Pine St., Philadelphia.

Academy of Notre Dame, West Rittenhouse Square, Philadelphia, is a Catholic school attended by over a hundred pupils, one-half in the high school grades. Little boys are admitted to the elementary department.

The Lankenau School, 22d St. & S. College Ave., Philadelphia, received its present name in 1910 when it was endowed

by John D. Lankenau in memory of his wife, Mary J. Drexel. The school had been established in 1891 as the "School for Girls" by the Mary J. Drexel Home and the Philadelphia Motherhouse of Deaconesses as a branch of Lutheran Deaconess work. The school has had constant growth and now enrolls one hundred boarding and day pupils in the junior, intermediate, and senior departments, the senior corresponding to high school work. The Rev. E. F. Bachmann, the principal, is assisted by a faculty of eighteen.

The Mary Lyon School was opened in 1913 by Mr. and Mrs. H. M. Crist in the old Strath Haven Inn at Swarthmore, eleven miles from Philadelphia. It is a home school in the country offering general and college preparatory courses. Seventy-five girls are in attendance, fifty of whom are resident, coming from wide-spread regions. Mr. Crist is a graduate of Bucknell and Mrs. Crist of Mt Holyoke.

The Devon School, at Devon, is a boarding and day school admitting young boys to the day department of the elementary school. It provides complete school courses for the children of the wealthy residents of Devon. Miss Emma R. Harrar is the principal.

Miss Sayward's School, in the suburb of Overbrook, five miles from Philadelphia, was established in 1892 and is still conducted by Miss S. Janet Sayward (Salem Normal School). There are about fifty resident pupils and a large elementary department which includes little boys and girls. The school draws not only from Pennsylvania, but to an extent from the whole country.

The Misses Shipley's School, at Bryn Mawr, ten miles from Philadelphia, is a large college preparatory school which occupies the first place among the Philadelphia suburban schools both in social standing and sound academic training. The school was established in 1893 by the three sisters, Hannah T., Elizabeth A., and Katharine M. Shipley, who had prepared themselves for educational work respectively at the Sorbonne, the University of Leipzig, and Cambridge University, England. In 1911 Miss Alice G. Howland and Miss Eleanor O. Brownell, who had for some years conducted the New School at Utica, became associated with the Misses Shipley as part owners and assistant principals. The strong, college-trained faculty affords sound academic training, and the proximity of the school to Bryn Mawr College offers it the privileges of many public lectures. Seventy-five girls are in residence and there are sixty in the day department. One-third of the pupils take elementary courses. In 1914 over seventy per cent of the senior class entered college.

The Misses Kirk's School, also at Bryn Mawr, has been conducted by them since 1890. Miss Abby Kirk, a graduate of Bryn Mawr in the class of '92, and her sister, Miss Sophia Kirk,

were previously on the staff of the college. It is a small preparatory school to Bryn Mawr, giving much individual attention to a limited number of girls. The principals receive in their home twelve resident pupils.

The Baldwin School, Bryn Mawr, was established in 1888 by Miss Florence Baldwin and incorporated by her in 1906, when she severed her connection. It is a strong and growing school, has attained a national patronage, and has a reputation of being one of the best preparatory schools in the country. The head of the school, Miss Jane L. Brownell (A.B., A.M., Bryn Mawr), and the assistant head, Miss Elizabeth F. Johnson (A.B., Vassar), who is secretary of the Head Mistresses Association, maintain the wholesome and sensible ideals of the founder so that the school life is full of healthy activity of mind and body. There is a large and efficient faculty practically all college-trained, many of whom have studied in foreign universities. The alumnæ number over thirteen hundred, of whom over two hundred and fifty have entered Bryn Mawr, and the annual attendance approaches three hundred, one hundred of whom are resident pupils. Since 1896 the school has been installed in the Bryn Mawr Hotel building, which is well adapted for its purpose.

Miss Wright's School, attractively located opposite Bryn Mawr College for which it especially prepares, offers also a finishing course and an attractive home life under the best of personal influences. The school was established in 1902 by Miss Lila M. Wright. Of the eighty girls more than half are in residence, and they come from the desirable families all over the country which appreciate the wholesome atmosphere of the school, combining as it does the best of the so-called old-fashioned methods with modern progressive ideas.

Walnut Lane School, Germantown, is a home school established in 1857 as a French boarding school, and for many years was known, from its founder, as Madame Clement's School. Under the direction of Miss S. Edna Johnston (A.B., Wilson), the principal for the past six years, the school maintains its reputation as a fashionable school attracting over fifty girls, one-third of whom are day pupils from the vicinity. Since 1907 the school has graduated three hundred alumnæ. Besides the general and college preparatory courses, there is an advanced course of two years. A junior department is also conducted for younger girls.

Miss Marshall's School, Oak Lane, eight miles from Philadelphia, was opened by Miss Emma Stuart Marshall twenty years ago. It is a finishing school of a conservative type and numbers one hundred pupils, one-third of whom are boarders, who come from the western states as well as the southern and eastern. There is also an elementary department.

Ogontz School for young ladies, at Ogontz, a northern suburb of Philadelphia, is an old and well-known finishing school which was founded as early as 1850 as the Chestnut Street Seminary. In 1883 it removed to Ogontz where it occupies the estate of the Civil War financier, Jay Cooke, and has since been known as Ogontz School. Miss Abby A. Sutherland, the principal since 1908, is a graduate of Radcliffe and before coming to Ogontz in 1902 had taught for two years at Bradford Academy. The school accents social and family life, and study of art, psychology, and ethics, rather than adhering rigidly to college preparation. It is a boarding school but some day pupils are accepted.

Beechwood, Jenkinton, "A school of the Cultural and Practical," now in its third year, is a boarding and day school attracting over three hundred students, most of whom come from Pennsylvania. It offers to high school graduates an opportunity to continue cultural studies or to take special work in music, art, kindergarten training, and secretarial work. Matthew H. Reaser, Ph.D., the president since 1911, formerly for eight years president of Wilson College, and the vice-president, Rev. D. R. Kerr, are ably assisted by a large faculty of thirty, seventeen of whom have received their training at the smaller colleges or universities.

Springside, Chestnut Hill, was established in 1879 and is conducted by Mrs. Chapman and Miss Jones, who succeeded Mrs. Comegys and Miss Bell. There is a large day school attended by one hundred and twenty-five. The resident department offers an intimate home life for twenty or thirty girls who come largely from wealthy families. Instruction is provided from primary grades upward.

Bishopthorpe Manor, South Bethlehem, is a home school for fifty girls. It was established in 1868 and for the past six years has been under the management of Claude N. Wyant (Univ. of Virginia), who had previously had an experience of twenty years in private schools. Mrs. Wyant presides over the home life, a feature which is accented. Though the majority of the girls come from Pennsylvania the patronage is national.

Moravian Seminary and College for Women, Bethlehem, is the oldest boarding school for girls in America. It was founded in 1742 by the Countess Zinzendorf of Saxony while on a visit to Philadelphia, and since 1743 has been continuously maintained at Bethlehem. Around old Colonial Hall, erected in 1748, cluster memories of the French and Indian Wars and during the Revolution it served as a military hospital, sheltering thousands of wounded Revolutionary heroes. Among its pupils were Eleanor Lee, a niece of Washington, Chancellor Livingston's daughter, Cornelia, the wife of Robert Fulton, two daughters of Nathaniel Greene, and names representing the old Colonial families, Dutch, German, Quaker, French, and English. The seminary has sent forth eight thousand alumnæ and there are active alumnæ as-

sociations which continue to dower their ancient institution with gifts.

Since 1912 work of a college grade has been undertaken and the title of the institution added to In addition special facilities are offered in music, art, and commercial subjects. There is a department for little girls. The institution enrolls over two hundred and thirty, a great majority of whom come from Pennsylvania, though sixteen states are represented. The school though non-sectarian is owned and controlled by the Moravian Church through its Synods The Rev. John H. Clewell, Ph.D., of the Moravian Church, has been the president since 1909

Darlington Seminary, West Chester, twenty-eight miles from Philadelphia, was founded in 1851 by Hon. Smedley Darlington, who remained the principal until 1861. It has a national patronage,—three-fourths of its four hundred alumnæ are from outside the state. The school provides the varied courses of the old-time seminary. The principal is Mary E. Chambers (A.M., Bucknell), and Frank P. Bye (Univ. of Penn. and Univ. of Berlin) is the president.

Linden Hall Seminary in the town of Lititz is another ancient Moravian institution for girls, and claims an unbroken record since 1746, the date of the founding of the town. From 1794 the school known as the Lititz Boarding School received girls from other states. In 1855 it received its present name, and was chartered by the legislature in 1863. It is controlled by the Moravian Church through a board of trustees There are both elementary and high school departments, and the attendance is about eighty, most of whom come from the smaller towns in Pennsylvania. Rev. E. S. Hagen is the principal and there is a faculty of twenty.

The Shippen School for Girls, Lancaster, is a day school of local patronage which resulted in 1908 from the combination of Lancaster College and Miss Stahr's School, and was incorporated the following year. There are somewhat over eighty girls in the upper school and there is a small primary department. Miss Emily R. Underhill (A B., Swarthmore '99) is the principal.

Penn Hall, formerly the preparatory department of Wilson College at Chambersburg, was established as a separate school and its present building was erected in 1906. The school still makes a specialty of preparing for college, especially Wellesley, but also maintains an elementary course. There are upwards of one hundred girls in attendance, three-fourths of whom are boarding pupils coming from all over the United States. During the month of May each year the entire school is transferred to Atlantic City, where the Hotel Gladstone, fronting directly on the beach, is leased, and the school work is carried on as usual. The school is under a board of directors and Frank S. Magill, a graduate of Washington and Jefferson College '06, who has been the principal since 1910.

Miss Cowles' School, Hollidaysburg, was opened in Highland Hall, September, 1911. Miss Emma Milton Cowles (A.B., Elmira '83; Ph B., Univ. of Chicago '01) was for nineteen years connected with Milwaukee-Downer College, the last thirteen years as Professor of Mathematics. She has associated with her a strong faculty of college-trained women who give sound instruction in college preparatory and general courses. There are sixty boarding pupils, largely from Pennsylvania but with a scattering from wide-spread regions, and twenty-five day pupils in the upper school. The lower school is for day students only.

The Birmingham School for Girls occupies a strikingly beautiful position among wooded hills overlooking the Juniata River in central Pennsylvania. Since 1857 the school has been under the control of one family, Alvan R. Grier having been the president since the death of his father, Dr. Lemuel G. Grier, in 1887. Miss Catharine Allen, a graduate of Oberlin who has studied at Berlin and the Sorbonne, and Miss N. J. Davis are the principals, the latter having been connected with the school since its foundation. It is a boarding school exclusively, accommodating about seventy-five girls, representing many states. The faculty are all college-trained women.

Washington Seminary, now in its eightieth year, is a day school with a small boarding department. Its pupils come largely from Washington, the seat of Washington and Jefferson College. In 1914 Miss Mary McCurdy, a graduate of the Seminary, succeeded Miss Rosenkrans, who had been the principal for six years. Miss McCurdy is ably assisted by a faculty of thirteen college-trained women.

Thurston Preparatory School, Pittsburgh, opened in 1887 by Miss Alice M. Thurston as a day school, has had a prosperous career, and in 1909 a residential department was added. Encouraged by her success Miss Thurston five years ago established a similar school for boys. There is a large and efficient faculty, most of whom have received college or normal school training.

Dilworth Hall, Pittsburgh, on Woodland Road, is the day and boarding preparatory department of the Pennsylvania College for Women. The school has its own buildings and faculty and enjoys many advantages from the college. It is located in the most exclusive resident portion of Pittsburgh. About forty boarding pupils are accommodated and the total enrollment is one hundred, most of whom come from western Pennsylvania. The majority prepare for college, but the school offers special courses in music. Miss Janet L Brownlee, the principal, has been with the school many years.

The Winchester School, Pittsburgh, formerly the Stuart School, has under the direction of Miss Mitchell been brought up to a high academic standing. There are in attendance two hundred girls and fifty boys, most of whom are in the elementary department.

The Girls' Latin School, 1217 St. Paul St., a college preparatory, boarding and day school, was established in 1890 as the preparatory department for the Women's College of Baltimore, now Goucher College; but in 1910 the school became an independent corporation. A lower school was added in 1911 with an independent organization under Miss Anne T. Brewer (A.B., Columbia Univ. '08), and two years later a primary department, thus making the school course complete. The head mistress is Miss N. M. Wilmot (Syracuse Univ. '89), who has been connected with the school since 1897. There are about one hundred girls in the day department, and twenty boarding pupils live in the Ross Winans mansion which was acquired as a residence in 1914. Five hundred students have been graduated of which number three hundred and eighty-four have entered college, chiefly Goucher, where they have attained high rank.

The Arundell School, 1102 N. Charles St., is one of the exclusive day schools of Baltimore. It was established in 1900 by Mr. Walter Chandler and in 1902 was taken over by the present head mistress, Miss Elizabeth M Carroll, a graduate of Bryn Mawr. It provides a complete school course both preparatory and general. The primary school, of which Miss Margaret C. Carey (Framingham Normal School) is the head, is largely conducted out-of-doors. The school has been prosperous, growing so that it has twice moved to more commodious quarters. Upwards of one hundred girls are in attendance, and there is an alumnæ association of three hundred.

Bryn Mawr School for Girls, Cathedral & Preston Sts., Baltimore, is an exclusive day school strongly backed by its board of managers, which includes the president of and others interested in Bryn Mawr College. It was established in 1885 by Miss Mary Garrett and is now maintained by Miss Edith Hamilton (A.B., A.M., Bryn Mawr), who also studied at Leipzig and Munich. There is a strong faculty of college and specially trained teachers. The primary department, first opened in 1894, has its own staff of professionally trained teachers Afternoon study and exercise under supervision are provided for out-of-doors. The two hundred and seventy-five girls in attendance come from Baltimore's leading families and largely prepare for Bryn Mawr, but some enter other colleges. Naturally Bryn Mawr standards of scholarship prevail. The school buildings are modern and attractive.

Notre Dame Preparatory School, Charles St. & Homeland Ave., Roland Park, Baltimore, is a boarding and day school conducted by the Sisters of the Order in connection with their adjacent college. It offers complete school courses and is attended by two hundred girls, the majority from Maryland, but it draws also from all over the United States and South American countries.

Roland Park Country School, Roland Park, is a large day school attended by one hundred and fifty boys and girls from

Baltimore's leading families. The school offers both a college preparatory and a general course and maintains a high standard of scholarship. Boys are received only in the Playground Department and in the primary school. Miss Nanna D. Dushane (Framingham Normal School) is the principal.

St. Timothy's School for Girls, more generally known as "Catonsville," is one of the most exclusive girls' schools of the country with the patronage of conservative families of New York, Philadelphia, and the South. The school was established in 1882 by the Misses Carter, who surrendered it two years ago to the principals now in charge, Miss Jane R. Heath and Miss Louisa M. Fowler. The atmosphere of the school is simple and old-fashioned and gives evidence of breeding. There is resident accommodation for about seventy girls, but there are always applications in excess of this and reservations must be made several years in advance. The total attendance is one hundred, one-third of whom are day scholars and one-third in the elementary department. There is a strong active alumnæ association of over five hundred.

Mount de Sales Academy of the Visitation, Catonsville, three miles from Baltimore, was established in 1852 by the Sisters of the Visitation. It is a moderate-priced boarding and day school accommodating about fifty girls.

Mt. St. Agnes College and High School, at Mt. Washington, a suburb of Baltimore, was founded in 1867 by the Sisters of Mercy. There is a four-year high school course and an elementary school for both day and boarding pupils, as well as a college course leading to the degree of A.B.

Garrison Forest School, incorporated as the Green Spring Valley School by residents of the neighborhood, is at Garrison, a few miles north of Baltimore. It is a country day school with resident accommodation for twelve and provides a complete school course. Miss Mary Moncrieffe Livingston, the head mistress, is assisted by a faculty of college-trained women.

The Hannah More Academy, Reisterstown, fifteen miles from Baltimore, owes its origin to Mrs. Anne Neilson, who in 1832 donated the buildings for a Church school which was incorporated the same year. In 1873 the academy was accepted as the Episcopal Diocesan School of Maryland and has since received many benefactions from friends of the school. Six-year academic and preparatory courses are given. Of the eighty girls in attendance about fifty are from Maryland. Miss Anna L. Lawrence (Univ. of Vermont, St. Andrews Univ.) is the principal.

"Oldfield's," one hour from Baltimore, at Glencoe, is a home school for forty pupils who come from all over the country. The school was founded in 1866 by Mrs. John Sears McCulloh, and since her death has been continued by her

children, Miss Anna G. McCulloh and the Rev. Duncan McCulloh. The girls spend much time out of doors.

Hood College, Frederick, formerly The Woman's College of Frederick, Maryland, established in 1893 on earlier foundations, maintains a preparatory department with a four-year course attended by over fifty girls, mostly from the town and neighboring states At present the preparatory department has no separate organization, and the students are housed with the college students Provision is, however, being made for separate organization and buildings after 1915.

Mount Vernon Seminary, M & 11th Sts., the oldest Protestant boarding school for girls in Washington, dates from 1875. Since its establishment the tone and spirit have remained unchanged and the high standards are still maintained under the principals, Mrs. Elizabeth J. Somers and Mrs. Adelia G. Hensley. The school offers college preparatory and finishing courses and two years of college work. There are ninety-five girls in attendance who come from all parts of the country. A large playground for outdoor sports has recently been added.

The Misses Timlow's Boarding and Day School, 1600 Scott Circle, moved to Washington in 1909 from Montclair, N.J., where it had been located since 1904. It is a finishing school, but pupils are prepared for college as well. Miss Timlow is the House Mother and her sister, Miss Elizabeth Timlow, a student of Wellesley and Cornell, is the principal.

The Misses Eastman's School, 1305 17th St., N.W., is a day school for younger girls with a few boarding pupils. The total attendance is about fifty. The Misses Annie H., Mary T., and Miriam M. Eastman are the principals.

Miss Madeira's School, 1332 19th St., was opened in 1906 as a college preparatory and a finishing school by Miss Lucy Madeira. Miss Madeira is a Vassar graduate and was formerly an instructor in the Sidwell's Friends' School About one hundred girls are received in the school, one-third of whom are day students coming from Washington. There is a faculty of fifteen college-trained women.

Martha Washington Seminary, 1601 Connecticut Ave., is a home school offering finishing and advanced courses. Mr. Edward W. Thompson is the principal.

Madison Hall, R St., N.W., near Dupont Circle, conducted by Mr. and Mrs. George F. Winston, is a boarding and day school offering courses to girls. The home and social life of the school is accented.

The Colonial School for Girls, 1715 Connecticut Ave., under the direction of Miss Charlotte Crittenden Everett, offers instruction in the liberal arts, including college preparatory and finishing courses, the fine arts, and domestic arts. Sixteen

states are represented by the student body. Some day pupils are also received. There is an active alumnæ association.

Washington Seminary, The Smallwood-Wilbur School, 2103–09 S St, N.W., established by Mr. and Mrs. Smallwood twenty-two years ago, is today conducted by Mrs. Smallwood and Mrs. Wm. A. Wilbur. Mrs. Smallwood is a graduate of the Boston Normal School and before coming to Washington was for eight years connected with the Boston schools. The patronage is largely from Washington and the West.

Holton-Arms School, 2125 S St., N.W., is a large day school established in 1901 by Mrs. Jessie M. Holton, educated at Cornell, and Miss C. H. Arms. The school is now wholly under the direction of Mrs Holton. Over one hundred pupils are enrolled in the elementary and high school departments.

Irwin Hall, 2009 Columbia Road, is a small English-French school conducted by Mrs. Sarah Irwin Mattingly. Courses are offered from primary work to college preparation.

St. Margaret's Boarding and Day School, 2115 California Ave., is under the direction of Miss Sara K. Lippincott (Froebel Normal School) and Miss Susan C. Baker (Pestalozzi-Froebel Training School, Berlin), by whom it was established in 1896. There are about sixty girls in attendance equally divided between the resident and day departments. In the lower school girls as young as seven are admitted to the boarding department.

Bristol School for Girls, Mintwood Pl. & 19th St., has been maintained since 1904 by Miss Alice A. Bristol. It is a home school accommodating seventy-five resident girls, largely from the eastern and southern states. The school is preparatory and finishing, but two years of regular college work are offered. A distinctive feature is the full diploma music and French course.

Academy of the Holy Cross, Connecticut Ave. & Upton St., conducted by the Sisters of that order, is located on Dunbarton Heights, in the suburbs of Washington. It is a boarding and day school with a separate department for little girls.

Gunston Hall, 1906 Florida Ave., established in 1892, has steadily grown and now has an attendance of one hundred girls coming from prominent families in all parts of the United States. In 1905 the school was moved to its present site in a new building especially planned for its use. Gunston Hall is a boarding and day school and offers a great variety of courses from kindergarten to college preparation. Mrs Beverley R. Mason, the principal, is assisted by a faculty of twenty-four, about one-half of whom have received college degrees.

Belcourt Seminary, 13th & Girard Sts., Columbia Heights, is a home and day school accommodating fifty girls. A six-year

course in preparation for college is offered. Mrs. Mary B. Somervell, Univ. of Chicago, is the principal.

Fairmont Seminary, 1411 Fairmont St., for many years located on Columbia Heights, is ably conducted by Mr. and Mrs. Arthur Ramsey assisted by Miss Judith L. Steele. A finishing course is offered to sixty girls, from all over the country, who desire social advantages.

Chevy Chase Seminary was opened at Chevy Chase thirteen years ago by Mr. and Mrs. Samuel N. Barker, who had previously had twenty-five years' experience in teaching. They are still connected with the school but their son, Virgil Barker, has been in full charge since last November. The patronage is national and about sixty girls attend. It is a finishing school, offering sound academic training and special courses in music, art, and domestic science.

Washington College, established twenty years ago in the old Gales mansion, Eckington, is of high scholastic standing. Three courses are offered, an advanced course for which the degree of A.B. is conferred, a literary course, and a modern language course. Eighty students are received in the boarding department and some day pupils are accepted. Mr. Flournoy Menefee is the president and Mrs. Menefee the directress of the college home.

National Cathedral School was opened in 1900 in a new building within Cathedral Close on Mt. St. Alban. It is an Episcopal school under the board of trustees of the Episcopal Cathedral Foundation of the District of Columbia. Since its inception about one hundred and seventy-five girls, mostly from the South, have been graduated. Many have prepared for college but some have taken finishing work. In 1913 Miss Jessie C. McDonald, M.S., who studied at Wellesley and abroad, became the principal.

National Park Seminary, Forest Glen, is a large boarding school attended by two hundred and fifty girls from all over the United States. It was established in 1894 by Mr. John Irvin Cassedy, formerly a professor at Lasell Seminary and for seven years the principal of Norfolk College. National Park is a junior college and finishing school receiving almost exclusively graduates of preparatory or high schools for a definite two-year course of study. Special courses are provided in music, art, domestic science, secretarial work, business law, and library economy. There is a strong student spirit, and alumnæ associations are formed in all sections of the country.

SOUTHERN STATES

Fauquier Institute for Girls and Young Ladies, at Warrenton, in the Piedmont region, fifty miles from Washington, now in its fifty-fifth year, is a small school accommodating twenty-six boarders and about twenty day pupils. Nellie V. Butler is the principal.

Sweet Briar College for Women, in the Piedmont section of Virginia, twelve miles north of Lynchburg, though a degree-granting institution, has a large sub-freshman or preparatory department. Founded in 1900, as the result of the bequest of Mrs. Indiana F. Williams, the total attendance now is two hundred and forty, of whom one hundred and sixty-six are in the preparatory department. It is a well-equipped, non-sectarian, boarding institution, and Dr. Mary K. Benedict, a graduate of Vassar and Ph D. of Yale, is president.

Fort Loudoun Seminary, Winchester, in the Shenandoah Valley, was established in 1905 by Miss Katherine R. Glass, who purchased the property of an older school which had been established here in 1830 It is a home boarding and day school for young women. The school has an annual attendance of over one hundred from Virginia and other states, a few of whom prepare for college.

Mary Baldwin Seminary, at Staunton, in the Shenandoah Valley, was established in 1842 as "The Augusta Female Seminary." For more than thirty years the school was under the direction of Mary J. Baldwin and Agnes McClung, who devoted their lives to its upbuilding, and in 1896, at the request of the board of trustees, the name was changed by the legislature in honor of the former principal. It is a boarding and day school with an attendance of over three hundred students who come from more than thirty states, though upwards of one hundred are from Virginia. The school offers a four-year course.

Stuart Hall, also at Staunton, is the diocesan school of Virginia. Its origins go back to 1831, but the school was founded at its present site in 1843. Originally known as the "Virginia Female Institute" it received its present name in 1907, in honor of the widow of Virginia's famous cavalry leader, Mrs. J. E. B. Stuart, who in the nineteen years in which she was the principal brought it to prosperity. It is a boarding and day school attracting more than one hundred and twenty girls from all over the southern states. The principal is Maria P. Duval, who leaves in June, 1915, to establish her own school, St. Hilda's Hall, Charlestown, W. Va. She will be succeeded by Miss Jane C. Howard, now a teacher in the school.

St. Anne's School, a day and resident church school for girls, Charlottesville, in the Piedmont region, opened in 1910, succeeding Rawlings and Albemarle Female Institutes, whose origins carry one back for more than fifty years. The Bishop of the Diocese is president of the board of trustees. Girls are especially fitted for the Women's College of Virginia. There are primary and intermediate departments, and a few day pupils are accepted. The enrollment of about one hundred and sixty are nearly all from Virginia. The principal, Mary Hyde Du Val, is assisted by a faculty of twenty, including college men and women.

Southern Seminary, Buena Vista, in the Shenandoah Valley, founded in 1867, is a boarding school under Methodist Episcopal influence. The patronage is not local, but the one hundred and twenty students come from widely distributed regions throughout the West and South The principals, Revs. E H Rowe and J. S. Engle, are both graduates of Randolph-Macon College. The faculty includes a majority of college men and women.

Virginia College (Junior) for Young Women, at Roanoke, in the Shenandoah Valley, was established in 1893 by Dr. William A. Harris, whose daughters, Miss Harris and Mrs. Boatwright, have since successfully continued its management Four years of college preparation and two years of junior college work are offered, together with music, art, expression, and domestic science. There is a strong faculty including many college graduates, and the attendance is almost cosmopolitan, coming from thirty states.

Hollins College, in the southwest of Virginia, now in its seventy-second year, offers a junior college course, the equivalent to the first two years of college This is especially for students who come to the college unprepared to do the freshman year work. There are about one hundred and thirty pupils from widespread regions taking the preparatory course. Miss Matty L. Cocke is the president.

Sullins College-Conservatory, Bristol, is a resident school for young ladies, named after its founder who served as president from 1870 to 1880. It combines academic and musical courses. The boarding accommodations are limited to one hundred and thirty-five, but day pupils bring the total enrollment to over one hundred and eighty, coming from all the southern states. Dr. W. S. Neighbors (A M , Emery and Henry College) is the president.

Virginia Intermont College for Young Women, also at Bristol, on the border of Tennessee, nineteen hundred feet above the sea level, was opened in 1884 as "The Virginia Institute," and has been maintained on its present site since 1893. It is a Baptist boarding and day school, enrolling over one hundred and seventy pupils who come mostly from the southern states. The president is H. G. Noffsinger (A.B., A.M., Richmond College).

Leache-Wood Seminary, Norfolk, is a large day and boarding school of local patronage, opened in 1871 and named for its joint founders. Miss Agnes D. West, the present principal, has been principal since 1891.

Southern Female College, Petersburg, was chartered in 1863 and is an old-time Virginia institution with an attendance of over fifty girls. The principal, Arthur Kyle Davis (A.M., Randolph-Macon College), is a member of a family prominent in the annals of Virginia, and prides himself on having a school of the best ante-bellum traditions.

Dandridge Hall, Richmond, a school for twelve little girls from three to fourteen, has been maintained by Miss Sarah Dandridge Moore for several years.

The Blackstone School for Girls, formerly "Female Institute," in Southern Virginia, has for twenty years been conducted under the auspices of the Methodists of the Virginia Conference. It is a college preparatory boarding and day school with a total enrollment of over four hundred, of whom more than one-third are boarding pupils from other states. Rev. Thomas R. Reeves, principal since 1910, was succeeded in 1914 by Dr. James Cannon, Jr.

The Chatham Episcopal Institute was established in 1892 by the Danville Convocation, at Chatham. It was changed by the legislature to its present name. It is a boarding and day school with an attendance of over one hundred and twenty pupils, almost wholly from Virginia. The Rt. Rev. A. M. Randolph, Bishop of the Diocese of Southern Virginia, is the Episcopal Visitor. Mrs. Elizabeth M. Willis, a graduate of Syracuse University, is the principal. The faculty of twelve are all college graduates.

Randolph-Macon Institute, at Danville, is a Methodist Episcopal boarding and day school, established in 1898, when it took over the former Danville College for Young Ladies. It is a member of the Randolph-Macon System of Colleges and Training Schools, and controlled by the Board of Trustees of Randolph-Macon College. There are over two hundred pupils in attendance and one hundred boarding pupils come mostly from Virginia. The course of instruction covers both grammar and high school grades. Most of those completing the work go to the Randolph-Macon Woman's College at Lynchburg. The principal, Charles G. Evans, is a graduate of Randolph-Macon College and has been connected with the teaching force of the Randolph-Macon System since 1895, and has occupied his present position since 1906.

Roanoke Institute for young women, Danville, is a large Baptist boarding school established in 1859. It offers a variety of courses. Mr. W. W. Rivers is president.

Wirtland Seminary, Oak Grove, Va., a boarding and day school established in 1894, offers special advantages to backward and motherless children. Mrs. William D. Wirt is principal.

Lewisburg Seminary and Conservatory of Music, in southeastern West Virginia, originated under Presbyterian auspices as "Lewisburg Academy" in 1812, and "was the most important school in the early history of the state." Until 1874 it was co-educational, but since that time has been for girls only. It is a boarding and day school having a local attendance of over one hundred and thirty girls. Richard C. Sommerville has been president of the school since 1911.

Stephenson Seminary, at Charlestown, is a Presbyterian boarding school established in 1892. It has an attendance of about sixty pupils. Mrs. C. N. Campbell is the principal.

St. Hilda's Hall, Charlestown, formerly Powhatan College, will be opened in September, 1915, by Miss Maria P. Duval, who for thirty-three years has been connected with Stuart Hall and principal of that institution since 1898. The school will be opened on the property of the old Powhatan College under the auspices of the Diocese of the Episcopal Church.

Science Hill School, thirty-one miles south of Louisville, Ky., was established by Rev. and Mrs. John Tevis in 1825, and maintained by them until 1879, when the property was purchased by Dr. W. T. Poynter, whose widow still continues it. Without endowment, the school has attained the position of the leading college preparatory school of its section of the country and offers efficient courses under a college-trained faculty, from primary grades to college. Over one hundred and eighty girls have been prepared for college, chiefly Wellesley and Vassar. There are one hundred and forty girls in the school, about half of whom are in the academic department.

Madison Institute, Richmond, Ky., is a boarding school established half a century ago, which enrolls about eighty girls from the region round about. J. B. Cassidy is the principal.

Semple Collegiate School, Louisville, Ky., established in 1893, is a local day school offering instruction from primary to college. The principal, Miss Lucy Baird (A.B., Bryn Mawr), is assisted by a faculty of twelve college graduates.

Logan College, Russellville, Ky , is a junior college offering a four-year preparatory course and two years of college work, with departments of music, art, and expression.

Nazareth Academy, an ancient Catholic institution, thirty-eight miles southeast of Louisville, Ky., was founded by the Sisters of Charity in 1812. It is a boarding school with an attendance of more than one hundred, the majority from Kentucky.

Hamilton College, Lexington, Ky., established 1869, offers a four-year high school and a two-year junior college course. Mr. E. W. McDiarmid is president and Mrs. M. G. Thomson is principal of the college.

Ward-Belmont, Nashville, Tenn., was formed in 1912 by the union of Ward Seminary and Belmont College, under the charter name the Ward-Belmont School. The former institution was founded in 1865 and the latter in 1890. At that time they had a joint enrollment of seven hundred and fifty from all the southern states with a predominance from Tennessee. The school offers a six-year course and has special departments of art, music, expression, and domestic science. The president, J. D. Blanton, was for twenty years president of Ward Seminary. There is a faculty of over fifty, including a majority of college-trained men and women.

Columbia Institute, forty miles from Nashville, Tenn., is the oldest chartered institution for the education of women in the South, having received its charter through the Tennessee legislature in 1835. It is a small boarding school offering a four-year course. Rev. and Mrs. Walter B. Capers have been in charge since 1906.

Martin College and Conservatory of Music, at Pulaski, Tenn., eighty miles south of Nashville, an endowed Methodist boarding and day school, was founded in 1870 by Mr. Thomas Martin. It is now classed as a junior college, and the enrollment of over two hundred from the southern states is about equally divided between the academic courses and the courses in music, expression, and domestic science. Mr. W. T. Wynn has been the president since 1908.

St. Mary's School, Memphis, Tenn., is an Episcopal boarding school, established in 1874 with an attendance of about one hundred pupils. Miss Helen A. Loomis and Miss M. H. Paoli are the principals.

St. Catherine's School for Girls, at Bolivar, Tenn., is an Episcopal school offering a four-year course for about sixty pupils. Since the death of Miss Elizabeth J. Joyner, Dr. Ware has been the principal.

Girls' Preparatory School, Chattanooga, Tenn., is a preparatory and finishing school attended by over eighty students. Miss Grace E. McCallie is the principal.

Carson and Newman College, Jefferson City, Tenn., is a co-educational institution dating from 1851 whose four-year college preparatory course is taken by over two hundred boys and girls, who come from the region round about. J. M. Burnett is president.

Sweetwater Seminary, Sweetwater, Tenn., is a boarding school, offering a four-year preparatory course with an attend-

ance of about ninety, including a few boys. Mr and Mrs. W. S. Woodward are the principals.

Mont Edgecombe, at Rocky Mount, N.C., is maintained by Dr. and Mrs Mercer on their old family estate. It is a country home school for a small number.

Fassifern, a home school for girls, at Hendersonville, N.C., twenty miles from Asheville, was opened by Miss Kate C Shipp in 1907 at Lincolnton and moved to its present site in 1914. The sixty boarding pupils come from North Carolina and nine other states.

Mount Amoena Seminary, at Mount Pleasant, N.C., has since 1869 been a Lutheran boarding and day school. Its seventy pupils come wholly from North Carolina. Rev. R. A. Goodman is the president.

Ashley Hall, Charleston, S.C., is the home and day school of Charleston. There is a small resident department and a total attendance of about one hundred from the oldest families of the city. It was established in 1909 by the principal, Miss Mary V. McBee, who holds degrees from Smith and Columbia

Shorter Academy, Rome, Ga., is the preparatory school of Shorter College which was established by Col. Alfred Shorter in 1877 on the site of the old Cherokee College. The academy offers a three-year college preparatory course attended by upwards of ninety boarding and day pupils, who come from the southern states.

Lucy Cobb Institute, at Athens, Ga., is a boarding school established in 1858, by General Cobb and other citizens of Athens. The annual enrollment is about two hundred and fifty. The faculty are largely alumnæ of the school. The principals, Miss Gerdine and Miss Brumby, have been in charge since 1908.

Washington Seminary, Atlanta, Ga., now in its thirty-seventh year, is the fashionable boarding and day school of Atlanta. There is a small boarding department of twenty-six and a total enrollment of over three hundred. Instruction is offered in nearly all grades including a special college preparatory course. Mr. Llewellyn D. Scott, the principal since 1907, has been connected with the seminary since 1894.

Miss Woodberry's School for Girls, Atlanta, Ga., maintained by her since 1908, is an efficient college preparatory boarding and day school with a grammar school department, under Episcopal influence. The school enjoys the patronage of the best families of Atlanta and has grown in numbers and influence so as to justify the new and commodious Woodberry Hall, to which the school moved in 1914. There are about seventy girls in attendance.

Pape School, Savannah, Ga., is an exclusive day school, established in 1901, offering courses from the kindergarten to a

four-year college preparatory course to about seventy pupils. Miss Nina Anderson Pape is the principal.

The Columbus Seminary, Ga., is a select day school for girls in Columbus. It enjoys the fashionable patronage of the city and prepares for college. Miss Rosa B. Snyder is the principal.

Brenau College, Gainesville, Ga., founded in 1878, maintains, in addition to many other departments, a preparatory course for girls from fourteen years upwards Plans are in preparation for the establishment of a separate preparatory school with its own buildings.

Miss Tebeau's Boarding and Day School for Girls, Gainesville, Fla., now in its fortieth year, is the diocesan school of the Episcopal Church of Florida. The curriculum covers twelve years of school work with an average attendance of about sixty girls almost wholly from Florida. Resident pupils are limited to twenty.

The Cathedral School, Orlando, Fla., was established in 1900 by Bishop William C. Gray. It is an Episcopalian school attended by sixty day and over thirty boarding pupils. The school offers individual attention in the usual courses and advantages in music and art. Rev. Roderick P. Cobb is the principal.

Florida Open Air School, on Cedar River, Jacksonville, Fla., is a boarding and day school opened in 1914 by Mrs. Langdon Caskin with seven boarding and fifteen day pupils.

Stanton College for Girls and Young Ladies, at Natchez, Miss., is a boarding school established in 1894. Its total attendance of over ninety comes from Mississippi and adjoining states. Mr. H. P. Todd has been president since 1908.

El Paso School for Girls, El Paso, Tex., was founded in 1910 by citizens of the town to provide the best of educational advantages for their daughters, and is administered by a board of directors. It is both a preparatory and a finishing boarding and day school. The upper school offers a four-year course. There is a five-year elementary course. The principals are Miss Ora W. L. Slater (A.B., Wellesley) and Miss Olga E. Tafel of the University of Cincinnati. All the instructors are college graduates.

The Whitis School, at Austin, Tex., is a boarding and day school, now in its fifteenth year. Its more than one hundred and thirty pupils come from Texas. Miss Mary Whitis (Wilson College) is the principal.

NORTH CENTRAL STATES

Stevan School for Girls, 4313 Drexel Boulevard, has been maintained since 1890 by Mrs. Luella M Wilson. It is a day and boarding school for "young ladies and children," offering instruction from kindergarten to college. The school accommodates ten boarding pupils and one hundred day pupils. Many of the teachers are Vassar graduates

Brooks School, Ashland Boulevard & Monroe St., is a local day school established in 1890 by Maria Brooks. It provides instruction from kindergarten to college preparation. Miss Effie A. Gardner (Ph.B , University of Chicago), the principal, is considered an excellent teacher About seventy pupils are enrolled. Boys are admitted to the lower school.

Boyesen School, 4961 Lake Ave., is a Christian Science boarding and day school for girls and young boys maintained by Augusta Boyesen. Instruction is offered from primary to academic.

The Chicago Institute, a day school founded by Mrs. Emmons Blaine, was formerly presided over by Col. Francis W. Parker. It is the preparatory school of the Department of Education of Chicago University. John Dewey, now of Columbia, was formerly the director. It comprises a complete school system—kindergarten, elementary, and college preparatory.

Lake View Institute, 442 Wellington Ave., a day and boarding school for about seventy-five girls, is maintained by Miss Sarah A. Anable, and gives instruction from kindergarten to college preparation.

Starrett School for Girls, 47th St. & Woodlawn Ave., on the South Side, is a large day school with accommodation for ten resident pupils. It has been maintained since 1884 by Mrs. Helen E. Starrett. Instruction is provided from kindergarten to college preparation.

University School for Girls, 1106 Lake Shore Drive, is a day and boarding school established in 1896 and patronized by North Side families. Miss Anna R. Haire (A.B. Smith), the principal, maintains high standards in the school work, and among the students she sends each year to the leading eastern colleges a number have taken honors at Bryn Mawr. A kindergarten department is maintained.

Chicago Latin School for Girls, 59 Scott St., established, and conducted since 1888, by Miss Mabel S. Vickery, who also established the Chicago Latin School for Boys, is an exclusive day school for North Side girls, with high standards of scholarship. A number of girls are prepared for college each year.

The Kenwood-Loring School, 4600 Ellis Ave., was formed by the merging of the Kenwood Institute, dating from 1885, with the Loring School, established in 1876. The present head mistress, Mrs. Stella D. Loring, had been connected with the latter school since 1879. Her daughter, Miss Helen D. Loring, is co-principal. There is a large day school with a separate residence for boarders The school is co-operative with the University of Chicago and has sent over two hundred girls to the eastern women's colleges, among whom some have obtained scholarships at Bryn Mawr.

The Faulkner School for Girls, 4746 Dorchester Ave., succeeded in 1909 an older school known as Ascham Hall. It is a large day school exclusively, with an attendance of about two hundred and departments from kindergarten to college preparatory. Miss Elizabeth Faulkner, a graduate of the University of Chicago, is a capable executive who commands the respect of pupils and patrons. Her sister, Miss Georgene Faulkner, has a well-deserved reputation as a kindergartner. The school is well equipped, and has a strong faculty. Girls are prepared for all the leading colleges.

Evanston Classical School, Evanston, is a small boarding and day school established by its present principal, Mrs. Alice Gove, in 1904.

Girton School for Girls, founded in 1898 at Winnetka by Francis King Cooke (A.B., Harvard '94), is a home and day school combining the advantages of town and country. The upper school offers thorough preparation for the leading women's colleges, to which about ten girls are sent each year. The lower school receives pupils as young as six years of age, and has an attendance of over one hundred.

Ferry Hall, at Lake Forest, affiliated with Lake Forest College, is a preparatory school and junior college for day and boarding pupils. It was founded and endowed in 1869 under the name of "Ferry Institute for Young Ladies" by Rev. William M. Ferry, whose wife was the closest girlhood friend of Mary Lyon. The school has many friends who have added to its endowment. It is attended in all its departments by about one hundred girls from Illinois and nearby states. In the past quarter-century over two thousand young women have been enrolled, including a large number of missionaries. Frances L. Hughes, who was in charge of the school for ten years, retired in 1914 and Miss Miriam Converse (A.B., Vassar), who was seven years at Wheaton Seminary, is acting principal.

St. Anne's Academy, St. Anne, sixty miles south of Chicago, is a Roman Catholic boarding and day school under the direction of the Sisters of the Congregation de Notre Dame. It offers instruction in grammar and high school grades.

Jennings Seminary, at Aurora, one hour's ride from Chicago, was opened as a Methodist Episcopal co-educational institution

in 1859 and reorganized in 1898 as a boarding school for girls of high school age only. There are over one hundred girls in attendance, most of whom live at the school. Miss Charlotte Codding was superintendent from 1898 to 1904. At that time Miss Bertha A. Barber became principal, and Mrs Lucy Rider Meyer, long interested in the institution, the principal emerita.

Waterman Hall, at Sycamore, fifty-five miles northwest of Chicago, is a partially endowed church school under a board of trustees, established in 1888. There are about seventy boarding pupils in attendance who come from Illinois and the Mississippi Valley. The Rev. B. Frank Fleetwood, A.M., D D., has been rector since its beginning. Last year five girls entered college from this school.

Frances Shimer School, at Mt. Carroll, one hundred and twenty-five miles west of Chicago, was founded in 1853 as the "Mt. Carroll Seminary." In 1896 it was named in honor of its founder, Mrs. F. A. W. Shimer, and became affiliated with the University of Chicago and controlled by a board of trustees representing that university, the alumnæ, and the citizens of the town. The school is endowed and its equipment modern. One hundred and forty girls are enrolled and about sixteen from the school entered college this year.

Geneseo Collegiate Institute, Geneseo, is a co-educational school with a local attendance of about one hundred, established in 1884 by the College Board of the Presbyterian Church. The Department of Music under Edith Crosier is emphasized. Of the three hundred and fifty graduates of the school two-thirds are women. Norbury W. Thornton, A.M., is principal.

St. Mary's, Knoxville, established in 1868 by Rev. C. W. Leffingwell, the rector until 1913, is conducted by Charles W. Teffinger and Miss Emma Howard.

Academy of the Illinois Woman's College, Jacksonville, is a Methodist college preparatory school established in 1846 and now under the direction of Joseph R. Harker.

Monticello Seminary, at Godfrey, thirty miles from St. Louis, is the oldest girls' school in the West and one of the best. It was founded in 1835 by Benjamin Godfrey, an old Cape Cod sea captain who had made a fortune in Eastern trade and settled here because of large land holdings. The school was organized by Rev. Theron Baldwin, a friend of Captain Godfrey, who was influenced by the ideas of Mary Lyon. In 1841 it was incorporated and graduated its first class. When first established the school was known locally as "Godfrey's Folly," but in its long history it has played an important part in the education of young women of the West so that it is appropriately spoken of as the "Mt. Holyoke of the West." For forty years Harriet Newell Haskell was a most capable principal. Miss Martina C. Erickson at present occupies that position. The school has a large body of loyal alumnæ organized

in many associations throughout the West. The one hundred and forty girls in attendance come from all over the western states.

St. Mary's College and Academy, at Notre Dame, near South Bend, Ind., has for sixty years been maintained by the Sisters of the Holy Cross. Instruction is offered from primary to college grade. More than three hundred and fifty are enrolled in the collegiate and academic department, coming from widespread regions.

Miss Landers' School for Girls, 2055 North Meridian St., Indianapolis, Ind., established in 1912, is a Protestant Episcopal boarding school. Miss Julia E. Landers is principal.

Tudor Hall School for Girls, 1560 N. Meridian St., Indianapolis, Ind., has been conducted by Miss Fredonia Allen, a Cornell graduate, since 1902. It is a day school for one hundred and sixty students with accommodations for thirty boarders.

Girls' Classical School, Indianapolis, Ind., founded in 1882 by Theodore S. Sewall (A.B., Harvard), was continued for some years after his death by his daughter, Miss May Wright Sewall, and is now in charge of Miss Anna F. Weaver, A.M. A residence was added in 1886 and the kindergarten department in 1897.

Elmhurst, Connersville, Ind., now in its sixth year, is a college preparatory country school for twenty-four boarding pupils, established by its principals, Miss I. B. Cressler (A.B., Wilson) and Miss Caroline L. Sumner (A.B., Smith). The school occupies an old Colonial mansion on a farm in the eastern part of Indiana. Miss Cressler formerly conducted a school for American girls in Rome and Miss Sumner was for a number of years connected with the Latin department of Smith College.

Bartholomew-Clifton School, established in 1874 in Clifton, a suburb of Cincinnati, is conducted by Miss B. Antoinette Ely and Miss Mary F. Smith. There is a strong college-trained faculty who give instruction from Montessori and kindergarten work to preparation for the leading colleges. Though it is mainly a day school about twenty boarding pupils are enrolled this year. The four hundred and fifty graduates are organized in an alumnæ association.

Oakhurst, at Walnut Hills, Cincinnati, Miss Kendrick's Collegiate School for Girls, was established in 1892 as Miss Butler's School. It is a day school with accommodation for a few boarders.

The H. Thane Miller School, at Avondale, near Cincinnati, was founded as Mt. Auburn Institute in 1856 but has for twenty years been conducted by Mrs. H. Thane Miller who named it for her husband. Associated with her is Miss Emma L. Parry. It is a resident and day school attended by over fifty girls. A variety of courses is offered.

Ursuline Academy, St. Martin, two hours' run from Cincinnati, popularly known as the "School of the Brown County Ursulines," has had a long existence since its organization in 1845 by the famous teaching order. It is now under the auspices of the Rt. Rev. J. B Purcell. It offers instruction in college preparatory and general courses and has sent out nearly three hundred alumnæ. The pupils come chiefly from the smaller towns in the Middle West.

The Columbus School for Girls, Parsons Pl, incorporated in 1912, has been conducted since 1904 by Miss Alice Gladden (A.B., Smith) and Miss Grace L. Jones (A B., A.M., Bryn Mawr), who succeeded to a school established by Miss Scott and Miss Kelly in 1898 It is a prosperous day school with a hundred pupils in the elementary and a hundred and fifty in the academic department. There is resident accommodation for about twenty-five.

Harcourt Place School for Girls, Gambier, is a boarding school maintained by Miss Harriett Merwin since 1888. There is a total enrollment of forty, including day pupils. Girls are received as young as ten years of age After June, 1915, Miss Merwin will be succeeded in the management of the school by the Rev. Jacob Streibert, Ph.D., as regent, and Miss Emily D Streibert and Miss Ethel K. Streibert (A.B., Univ. of Mich., B.S., Columbia) as principals.

Laurel School, 10001 Euclid Ave., Cleveland, established in 1898, is a day school with a limited number of resident pupils. There are about three hundred students in attendance. Mrs. A. E. Lyman is head mistress.

Hathaway-Brown School, 1945 E. 97th St., Cleveland, is a day school accommodating a small number of resident students About two hundred are enrolled in all. Miss Mary E. Raymond is the principal.

Our Lady of Lourdes Academy, Cleveland, is a Roman Catholic school for girls under the direction of the Sisters of the Humility of Mary. There is an enrollment of about two hundred and twenty-five students.

The Smead School for Girls, Toledo, a day school with departments from Montessori to college preparation, accommodating a limited number of resident pupils, was established in Toledo in 1884 by the Misses Smead. Upon their retirement in 1911 the school was incorporated under a board of trustees and the Misses Anderson, who had been teachers in the school, assumed direction. Friends have given the entire property occupied by the school and have raised a small endowment. About ninety girls are enrolled this year.

The Liggett Schools, 73 Stimson Pl., Detroit, Mich., successful and prosperous day schools under the management of the Misses Liggett, have developed from what was formerly known

as the "Detroit Home and Day School," established by them and their father, Rev James D. Liggett, in 1878. The Liggett Schools have remained continuously for thirty-five years under the management of the same family. The schools are of the first rank, well organized and equipped, with a large and resourceful faculty, and they are attended by over four hundred day pupils representing the best families of the city of Detroit. So popular is the school that there is a waiting list. About one hundred and thirty-five of its five hundred graduates have entered college, chiefly Vassar, and the Alumnæ Association co-operates heartily with the school. The boarding department will be given up after June, 1915. A branch school known as "The Eastern Liggett School" was opened in the eastern part of Detroit in 1913, providing for the growing patronage of that section.

St. Mary's College and Academy, Monroe, Mich., founded in 1845, under the direction of the Sisters Servants of the Immaculate Heart of Mary, offers the ordinary high school courses in its academic department. Four hundred and fifty graduates form its Alumnæ Association and by their scholarship fund and generous co-operation lend efficient aid. There is an enrollment of one hundred and eighty, the majority being boarders.

Akeley Hall, the Misses Yerkes' School, at Grand Haven, Mich., on Lake Michigan, now in its twenty-seventh year, is a small Episcopal boarding school offering varied courses.

Milwaukee-Downer Seminary, Milwaukee, Wis., may be said to date from 1895, when the two colleges, founded in the fifties, were united, and a preparatory department was organized In 1910 the seminary became an independent institution, and, though it is still controlled by the trustees and president of the college, it has its own separate faculty. Under the administration of Miss E. C. Sabin, president of Milwaukee-Downer College, and the dean, Miss Rodman, the school maintains a high academic standard. The school has graduated over four hundred girls, about half of whom have entered college. Its fifty day pupils come from Milwaukee's best families; the boarding pupils from all parts of the West.

Hillcrest School, at Beaver Dam, Wis, three hours from Milwaukee, is a small, home boarding school exclusively for little girls, preparing them for high school or academy. It has been maintained by Miss S. M. Davison for the past four years.

Kemper Hall, Kenosha, Wis., is a boarding school accommodating one hundred and twenty girls. The school includes three departments; — primary, preparatory, and collegiate. Special attention is given to young pupils. The school has the highest class of patronage and maintains high academic standards.

Grafton Hall, Fond du Lac, Wis., incorporated in 1894, accepts girls from fourteen years up. There are about seventy-

five pupils in attendance, coming largely from the Middle West. Preparatory and academic courses are offered as well as a two-year junior college course.

The Academy of Albert Lea College, Albert Lea, near the southern boundary of Minnesota, a Presbyterian institution established in 1884, offers a four-year college preparatory course. About fifteen students from the Middle West are enrolled. Gertrude S. Kingsland (A.M., Columbia) is Dean.

Bethlehem Academy, Faribault, is a Roman Catholic school with one hundred and twenty pupils in attendance.

St. Mary's Hall, the Bishop Whipple School for Girls, Faribault, is a home school for girls under strong church influence. This school grew out of the efforts of the Rt. Rev. Henry Benjamin Whipple, the first bishop in this region. From the "Bishop Seabury Mission," which he founded in 1866, have developed, in addition to St. Mary's, Shattuck School and Seabury Divinity School. The rector, the Rt. Rev. S. C. Edsall, is also president of the Seabury Divinity School. Miss Caroline W. Eels, the principal, studied at Oxford University. Instruction is offered from primary to college grade, and the faculty, which includes many college women, is a strong one. The life at St. Mary's is simple, homely, and devout. There are seventy or eighty girls in attendance who come from the Northwest generally. The school has graduated about four hundred and twenty-five.

Lutheran Ladies' Seminary at Red Wing, on the Mississippi, forty miles southeast of St. Paul, was incorporated in 1892 by members of the Norwegian Evangelical Church. There are academic and special courses and much is made of the music department. There are one hundred and thirty-five girls in attendance, representing seven nationalities, chiefly Scandinavian, from Minnesota and other middle-western states. There have been four hundred graduates. The Rev. Hans Allen has been at the head of this institution since its opening in 1892.

Oak Hall, Mrs. Backus' School for Girls, St. Paul, until 1903 called Baldwin's Seminary, has been controlled by Mrs. Backus for thirty years. It is a day school with a resident department enrolling about two hundred in all. About half the girls prepare for college.

College of St. Catherine, Cleveland Ave. & Randolph St., St. Paul, conducted by the Sisters of St. Joseph since 1905, offers the equivalent of a four-year high school course and a four-year college course leading to a degree. Music, art, domestic science, and commercial courses may be taken as extras. The faculty includes graduates of Columbia, Chicago, Wisconsin, and Minnesota. The alumnæ are organized in an association and number about one hundred and seventy-five. About one hundred and fifty girls are enrolled, largely from Minnesota, with a sprinkling from other states and Canada.

Miss Loomis' School, St. Paul, is a day school for ninety girls, conducted by Miss Annie J. Loomis.

Stanley Hall, 2139 Pleasant Ave., an English-classical boarding and day school in Minneapolis, was opened as a day school by Miss Olive A. Evers in 1890. The school offers instruction from primary upward and in 1913 college grades were added. Much attention is given to music and art. Five years ago the fine arts departments were combined with the Northwestern Conservatory and now annually enroll between six and seven hundred students.

Graham Hall, Minneapolis, was established in 1900 and incorporated in 1915. It is a city school with a large day department. The residence for boarding students is in a separate building. The courses extend from primary to college grade and in the lowest grades little boys are accepted. Miss Elizabeth Carse, A.M., is principal and Miss E. M. Smith, A.B., assistant principal. There are in attendance one hundred and seventy day students and twenty-five boarding students.

Villa Sancta Scholastica College, Academy, and Preparatory School, two miles north of Duluth, was established in 1892 as the "Sacred Heart Institute," by the Sisters of St. Benedict under the direction of the Rt. Rev. James McColric. It provides instruction from kindergarten through college grade, and is a boarding and day school for one hundred and twenty girls.

Oak Grove Lutheran Ladies' Seminary, Fargo, N.D., incorporated in 1906 by the Lutheran Free Church, is a boarding school for about a hundred girls from Scandinavian families of North Dakota, Minnesota, and Wisconsin.

All Saints School, Sioux Falls, S.D., established in 1885, is an endowed Episcopal boarding school with a hundred girls in attendance, about half of whom are in the day school. Miss Helen S. Peabody has been principal since the opening of the school.

Miss Barstow's School, 15 Westport Ave., Kansas City, is a day school with a small boarding department. There are about a hundred and fifty girls in attendance. Instruction is offered in courses from kindergarten to college preparation. The principal, Miss Mary L. C. Barstow (A.B., Wellesley), is a woman of large understanding.

Hardin College and Conservatory, Mexico, was established in 1873 by Ex-Governor C. H. Hardin and since that time has graduated eight hundred students. The college is conducted by John W. Million (Johns Hopkins and Univ. of Chicago) who has been president since 1897. At one time Xavier Scharwenka was connected with the music department. The present enrollment is about two hundred and the faculty are all college graduates.

William Woods College, Fulton, established in 1890, has a grammar school course and a four-year college preparatory course Of the two hundred students more than half live at the school and the majority are in the high school department. The president is Joseph L. Garvin (A M., Columbia; B D., Union Theological Seminary) The college is owned and controlled by the Christian Churches of Missouri.

Stephens Junior College, Columbia, is a preparatory school and junior college with an enrollment of over two hundred and twenty-five girls The school was established in 1856 and is owned by the State Baptist Association and during its history has graduated nearly five hundred. Mr James M Wood (B S., A B., Univ. of Mo.; A M , Columbia) is the head master.

Lindenwood, St. Charles, twenty-two miles northwest of St. Louis, is one of the oldest schools west of the Mississippi River, having been established in 1831. Increased endowment and improved equipment have recently come to the school. Most of the students live at the school and come largely from St Louis, Mo., and the surrounding states. Dr. John L. Roemer has recently become the head of the institution. All of the faculty are college graduates

Mary Institute, Lake & McPherson Aves , St. Louis, is the leading college preparatory school for girls of St. Louis. It is conducted under the charter of Washington University, which was founded in 1853 In 1859 Rev. William Greenleaf Eliot, who had played an active part in the establishment of the University, founded and organized Mary Institute, which he named for his daughter It is exclusively a day school and has graduated over twelve hundred and the annual attendance during recent decades has been over four hundred. Loyal alumnæ have from time to time contributed funds. Edmund H. Sears (A B , Harvard Univ ; A.M., Washington '71) has been principal since 1891

Hosmer Hall, St. Louis, established in 1884 by Miss Shepard and Miss Mathews, was under the sole control of the latter for ten years until her death in 1907. Miss Louise McNair, the present principal, then succeeded to the management. Miss McNair is a Wellesley graduate, a woman of high ideals, more interested in the intangible results than the formal side of education. She had for many years been a teacher in this school Practically all her faculty are college-educated women. There are about twenty-five resident pupils and twice as many day students. College preparation is accented but there is a department for younger girls.

Lenox Hall, "four blocks west of Limit Walk, the western boundary of the city of St. Louis," is conducted by Mrs. M. Louise Thomas. It is a well-equipped home and day school for girls with accommodation for forty resident pupils, largely from the Southwest.

Brownell Hall, 10th & Worthington Sts., Omaha, Neb., founded in 1863 by Bishop Talbot, is the pioneer church school in the West. It is an Episcopal boarding and day school, the Bishop of Nebraska being president of the board of trustees. There are junior, academic, and post-graduate departments. Miss Euphemia Johnson, the principal since 1911, was educated at Radcliffe and Columbia. She was supervisor of All Saints' School at Sioux Falls from 1901 to 1909, and instructor at Wolfe Hall, Denver, for one year.

Wolcott School, at Denver, Col, was established in 1898 by Miss Anna L. Wolcott (now Mrs Joel F. Vaile), a former Wellesley student who had been for six years principal of Wolfe Hall, a school for girls now discontinued. On her marriage in 1913 the management of the school was turned over to other hands, but Mrs. Vaile continues her interest in the school. The school corporation includes leading citizens of Denver. It is essentially a day school although there is a boarding department for those from a distance. Provision is also made for younger girls, from kindergarten work upward. College preparation is a primary aim, but, in its function of providing for the educational needs of the leading families of the city, it makes adequate provision for those who do not wish to enter college. The faculty is headed by J. D. S. Riggs, formerly president of Ottawa University (Kan.) and Shurtleff College.

PACIFIC COAST STATES

Hamlin School, 2230 Pacific Ave., San Francisco, is a large residential and day school. Miss Hamlin, the principal, is a native of Massachusetts and a graduate of the University of Michigan. She is assisted by ten teachers, all college or normal graduates. There are over a hundred girls in attendance, thirty of them in the elementary department, to which little boys are also admitted. Thirty boarding pupils are accommodated.

Miss Burke's School for Girls, 2310 Broderick St., San Francisco, is an exclusive school with a large day patronage. Miss Katharine Burke is the principal.

Miss Murison's School, Clay & Pierce Sts., San Francisco, is an excellent day school maintained by Miss Elizabeth L. Murison, for fifty girls with boarding accommodation for a dozen.

Dominican College, at San Rafael, fifty minutes from San Francisco, was incorporated in 1890 and is conducted by the Sisters of the Order. Instruction is given from primary to college grade and a school of music is maintained.

The Horton School, Perkins & Palm Sts., Oakland, has been maintained as a day school since 1884 by Miss Sarah W. Horton. It provides instruction from kindergarten and primary grades to college preparation.

Miss Head's Boarding and Day School for Girls, 2538 Channing Way, Berkeley, established in 1887, is attractively situated and equipped and has, since the retirement of Miss Head in 1909, been maintained by Miss Mary Elizabeth Wilson, the principal, a graduate of Smith College, assisted by a strong faculty, most of whom are college graduates. The four-year high school course is emphasized and a considerable number of the girls enter college, but there are also intermediate and primary departments. The one hundred and sixty girls come largely from surrounding towns.

The Watson School, 3037 Telegraph Ave., Berkeley, is a day school with accommodation for about twenty boarding pupils. It has been maintained by Mrs C. L. Watson since 1908. The school receives girls for instruction in all grades from primary to college and boys up to the age of thirteen. The school's growth has caused its removal to larger and more attractive quarters.

Miss Ransom and Miss Bridges' School for Girls, Hazel Lane, Piedmont, established in 1906, has attained so marked a success that with the assistance of friends and patrons it was incorporated in 1913 and new buildings erected. Miss Marion Ransom (Vassar and Radcliffe) and Miss Edith Bridges (Univ. of Cal.) are assisted by a faculty of twenty, more than half of whom are college graduates. There is an enrollment of one hundred, fifty of whom are resident students. The patronage is largely local.

Miss Harker's School, at Palo Alto, is a large day school with a limited accommodation for boarding pupils. Miss Catherine Harker, the principal, is a graduate of Vassar and is assisted by a strong faculty of college-bred women. The school was established in 1902 and its success necessitated the erection in 1907 of its present attractive building.

Castilleja School, Palo Alto, has for eight years been maintained by Miss Mary Ishbel Lockey (A.B, Stanford). Its steady growth enabled it four years ago to move into buildings especially adapted to its purposes. The climate and grounds allow much of the work to be carried on out of doors and there is an open air gymnasium. The enrollment of about one hundred girls includes many local day pupils but the whole Pacific Coast is represented. The course of study includes all grades from Montessori and primary to college preparation.

The Hollywood School for Girls, Sunset Boulevard & Hay Ave., Hollywood, a residential school in a suburb in the foothills just outside Los Angeles, is under the joint manage-

ment of Miss Sophie S. Hogan and Miss E. Antoinette Ely (A.M., Univ. of Cincinnati), who studied at Leipzig. Miss Ely is joint principal in the Bartholomew-Clifton School at Cincinnati. Recitations and study periods are held out of doors except in rainy weather. Instruction is given in all grades from primary to a four-year high school course, and also in art, music, and domestic science. The faculty includes five university graduates. Pupils come from various localities, including the East.

The Marlborough, 865 W. 23d St., is the oldest girls' school in Los Angeles. It was established in 1889 by Mrs. G. A. Caswell, who still remains the principal though she has practically relinquished control to her associate, Miss Grace Wiltshire, a graduate of the Univ. of California and a woman of the broadest and most liberal sympathies. A practical, all round education is given, with especial emphasis on thorough training in English. Though it is not primarily a college preparatory school a considerable proportion of its graduates have entered the leading colleges in the East as well as the West, and the usual course gives more than the equivalent of high school work. There is a large day school with an annual enrollment of about one hundred and twenty-five, and thirty resident pupils are accommodated in the principal's house where they receive much individual attention and oversight in their work as well as in matters of health and general welfare. No work below high school grade is attempted and the average age of graduation is about nineteen. Some twenty girls graduate each year and the school has three hundred alumnæ. The patronage is largely from California but the boarding pupils are from nearly every state in the Union. The faculty consists almost wholly of college graduates.

Girls' Collegiate School, "Casa de Rosas," Adams & Hoover Sts., Los Angeles, was established in 1892 by its present principals, Miss Alice K. Parsons (Wells) and Miss Jeanne W. Dennen (Bradford Academy), who had conducted a school in Brooklyn for seven years previously. They are assisted by a college-trained faculty. The school has grown rapidly till it now has, including the day school, an annual enrollment of about two hundred and fifty and sends girls to the leading colleges East and West. In 1909 the school was reorganized in upper and lower schools, with a post-graduate department. Special attention is given to physical training. Courses in domestic science, music, business methods, and arts, besides the regular college preparatory work, are offered. The Alumnæ Association was organized in 1898.

Angeles Vista School, 1844 St. Andrew's Pl., Los Angeles, a small day and residence school, has been conducted by Ethelwyn Wing (Michigan and Wisconsin) since 1908. There are about fifty pupils of all grades from kindergarten to high school age, a few of whom are accommodated as boarding pupils.

Westlake School for Girls, 612 Alvarado St., Los Angeles, is a large school with an enrollment of about two hundred Miss Frederica H. de Laguna (A M , Columbia) and Miss Jessica S. Vance (A M., Stanford), the joint principals, were formerly members of the faculties of Chaffey College and the Univ of Southern California. The school provides instruction from primary to college grade and has accommodations for about thirty boarding pupils.

The Orton School, 120 South Euclid Ave., an English-classical school for girls in Pasadena, was established in 1890 by Miss Anna B. Orton, a daughter of Professor James Orton of Vassar, the celebrated naturalist. The four-year high school course leading to college preparation may be continued into the first two years of college work. There is much outdoor life. The school maintains affiliation with Cours Dwight in Paris and the Willard School in Berlin. There is an enrollment of about seventy-five

Huntington Hall, South Pasadena, is a non-sectarian boarding school established in 1905 and conducted by Miss Florence Hanad.

The Bishop's Schools comprise an Episcopal day school in San Diego and a boarding school at La Jolla These were established and incorporated in 1910 by the first bishop of Los Angeles and the boarding school was made possible by a donation from Miss E. Virginia Scripps of land and buildings constructed especially for the school's use. On the death of the rector and the principal, Rev. Charles E. Bentham and Mrs. Bentham, in 1914, Miss Carolyn Macadam was appointed acting principal. In the primary grades little boys as well as girls are admitted as day pupils.

Brunot Hall, an Episcopal boarding and day school, 2209 Pacific Ave., Spokane, Wash , has for more than twenty years provided thorough instruction for girls of the Northwest. Miss Julia P. Bailey (Radcliffe) is assisted by a strong faculty of college-bred women who offer a college preparatory course as well as elementary work and a four-year domestic science course. Especial advantages are afforded in music and art.

The Annie Wright Seminary, Tacoma, Wash., was founded by the Rt. Rev. John A. Paddock, D.D., Bishop of Washington, in 1884, and has been endowed by Mr. Charles B. Wright of Philadelphia. Miss Adelaide Preston (Smith College) is principal. College preparatory courses are offered and also intermediate work. There is an enrollment of about a hundred pupils from the Northwest. The alumnæ, of whom there are about two hundred, are organized in an association.

St. Paul's School for Girls, Walla Walla, Wash., is an Episcopal school established in 1872, with accommodation for both boarding and day pupils. Nettie M Galbraith is the principal.

St. Margaret's Hall, Boise, Ida , an Episcopalian boarding and day school for girls established in 1892, is the oldest Protestant school in the state. The instruction covers the whole range of girls' education, from kindergarten to college preparation. Leonora Cox (B S , Columbia), who studied also in England and Paris, is principal There is an annual attendance of one hundred and twenty-five, the majority of whom are from Boise.

New Jersey Academy, 55 N. 2d W. St., Logan, Utah, is a boarding school for girls under the management of the Presbyterian Church. It was begun in 1878 by Rev. Calvin M. Parks and Mrs. Parks and has had a steady growth, now enrolling over sixty girls It offers academic and preparatory work through a seven-year course.

Rowland Hall, Salt Lake City, Utah, established in 1880, is a large Episcopal Church school with an attendance of one hundred and twenty-five day and thirty-five boarding pupils. Its present high standards and prosperity are due to Miss Clara I. Colburne who for nineteen years was principal In 1914 she gave up the school to take over the Rayson School, New York City. Rowland Hall is now in charge of Miss Georgiana Humphreys, formerly of Huron (S D.) College.

SPECIAL SCHOOLS

CO-EDUCATIONAL SCHOOLS

The Buckingham School, 2 Buckingham Pl., Cambridge, Mass., is a day school for young girls for the first nine years of school life. Boys are fitted to enter the sixth class from the top of college preparatory schools. There is an attendance of about one hundred and fifteen pupils from the families of the Harvard faculty and old Cambridge. Begun by Miss Markham twenty years ago, the school was incorporated by leading citizens of Cambridge in 1902 and has since been under the able administration of Miss Katharine M. Thompson (A.B., Radcliffe), assisted by a staff of thirteen room and department teachers.

Miss Pierce's School, Hedge Rd., Brookline, Mass., is a large and successful elementary school for girls and boys patronized by the leading families of Brookline. Miss Pierce established the school twenty-eight years ago, and Miss Julia B. Park (Wellesley '01) is the present principal.

The Chestnut Hill School, organized in 1893, is an elementary day school for girls and boys, receiving them from neighboring families and preparing them for leading secondary schools in the vicinity of Boston. Martha A. Cushman is the principal.

Thayer Academy, Braintree, Mass., is a co-educational school of local importance endowed by Sylvanus Thayer in 1877. It is free to the residents of the original town of Braintree from which region its one hundred and twenty pupils come. William Gallagher, a graduate of Harvard, is the head master.

Cushing Academy, an endowed co-educational boarding and day school opened at Ashburnham, Mass., in 1875, bears the name of its first benefactor. There are about one hundred and seventy students coming from all over New England. Mr. Hervey S. Cowell (Bates College), who since 1875 has devoted his life to educational work, has been the principal since 1887.

Dean Academy, at Franklin, Mass., twenty-eight miles southwest of Boston, is a co-educational day and boarding school of which Arthur W. Peirce has been head master since 1897. There are over two hundred wealthy boys and girls in attendance, many of whom are from New England.

Tabor Academy, now in its thirty-ninth year, was established by Elizabeth Tabor at Marion, Mass., on Buzzards Bay. It is a co-educational school for day and boarding pupils. Charles E. Pethybridge is the principal.

Proctor Academy, the successor of the old Andover Academy, N.H., was opened in 1881. It is a boarding and day school having an attendance of ninety boys and girls from all over New England. Pupils of limited means are assisted by the "self-boarding plan," by which they help with the cooking and the housework. Francis T. Clayton, a graduate of New York University and Union Theological Seminary, is the principal.

Colby Academy, at New London in southern New Hampshire, was opened in 1837 as the New London Academical Institution. In 1853 it was renamed in honor of the Colby family who had long been friends of the school and who added to its endowment. It is a co-educational boarding and day school,—a successful and prosperous survival of the old-fashioned academy type. Its varied courses attract about one hundred and eighty students from New England, chiefly New Hampshire. Justin O. Wellman (A.B., Colby College '98) has been the principal since 1905.

Sanborn Seminary, Kingston, N.H , was built and endowed by Major Edward S. Sanborn in 1883. It is a co-educational school offering college preparatory and general courses to one hundred boarding and day students who come from surrounding towns. The school has graduated three hundred, of whom more than one-fourth have entered college. Z. Willis Kemp is the principal.

Oak Grove Seminary, Vassalboro, Me., is owned and controlled and largely patronized by the Society of Friends of New England. Opened in 1850, it was incorporated four years later as the "Oak Grove School." From the beginning the school failed to be self-supporting financially and was twice closed and twice burned. Since 1888, however, the school has prospered and now has an endowment that insures a permanent future. It is a conservative college preparatory school giving close supervision to each pupil. Louis T. Jones, A.M., Ph.D., the principal, is a man of extensive educational experience.

Maine Central Institute, established at Pittsfield, Me., in 1866, is a large co-educational school drawing its two hundred and twenty-five students from all over New England. A high standard of scholarship is maintained in all the courses, which fit for any college or scientific school, or train the pupils to be teachers. Since its establishment three thousand six hundred students have enjoyed the privileges of the school. S. R. Oldham, the principal, is a graduate of Harvard, and the faculty are nearly all college-trained.

Goddard Seminary, at Barre, Vt., was named for an early benefactor. For forty-four years, thanks to liberal endowments and numerous scholarships, sound instruction has been provided at low cost.

The Gilbert School, at Winsted, Conn., is a private high school established in 1895 by the bequest of the late William L. Gilbert. It is co-educational, free to the people of the town with a nominal tuition to those from outside. It is a day school having an attendance of two hundred and seventy. Walter D. Hood is the principal.

Norwich Free Academy, Conn., originated in a movement of leading citizens as early as 1846 which culminated when the academy was incorporated in 1854. It differs in type from both the academies and high schools between which it is historically a connecting link. As early as the closing years of the eighteenth century there had been an old-time private academy at Norwich. The movement to establish a free academy met with great opposition, for many at this time opposed free education beyond the elementary schools. The orators of the day including Daniel Webster were enlisted, and the agitation which resulted did much to further the development of the high school system, but in Norwich no high school was established. Though amply endowed the free academy makes a nominal charge to residents of the town and exacts a tuition of $40 from non-residents. The school was early influenced by the Putnam School of Newburyport, no longer existing.

Norwich Free Academy has served a useful purpose and continues its successful career as a co-educational school with an attendance of over six hundred from Norwich and adjoining towns. To Robert Porter Keep (Yale '65), who was principal from 1885 until he resigned in 1903 to take charge of his aunt's, Sarah Porter's, school at Farmington, the school owes hardly less than to its founders.

Friends Seminary, 226 E. 16th St., New York City, has been maintained since 1860 as a day school for boys and girls. There are one hundred and fifty pupils in the courses, which range from kindergarten through high school. Edward B. Rawson of Johns Hopkins, who has been connected with the school for twenty-five years, and Miss Alice S. Palmer, are the principals.

Ethical Culture School, Central Park West & 63d St., N.Y., a day school for boys and girls, was established as early as 1878 by Felix Adler, who had established the New York Society for Ethical Culture two years before. Dr. Adler graduated from Columbia in 1870 and studied in Berlin and the University of Heidelberg, where he took his doctor's degree in 1873. The aim of the school is a social, an ethical one, yet it is democratic, successfully combining interest with intellectual labor. The school has made steady progress in winning a place for itself, in providing instruction from kindergarten through college preparation, and has branched out in new activities and now maintains departments in art, science, and shop work. In 1912 an open-air department was inaugurated where the children study and recite in the open air the year round, and a summer

camp is conducted on Cedar Lake, N.J., where week-ends are spent. There are in attendance upwards of seven hundred and fifty boys and girls.

Adelphi Academy, Lafayette Ave & St. James Pl., Brooklyn, founded in 1863, passed to the control of a corporation in 1869 and since that time has provided sound instruction in elementary and secondary school studies in preparation for college or business to the children of the residents of Brooklyn. It is a city co-educational day school with six hundred and seventy-five students in attendance, two-thirds of whom are in the elementary department. Eugene C. Alder, a graduate of Kansas and Harvard, is the principal.

Friends School, 112 Schermerhorn St., Brooklyn, is a day school for boys and girls with a large elementary department. The school has been conducted by the Society of Friends under a board of trustees for half a century. John L. Carver, B.L., A.M., Ph.D., is the principal. The little children and some of the older classes recite on the roof in the open air. There are more than two hundred pupils in attendance.

Friends Academy, Locust Valley, L I, was established and incorporated in 1876 by Gideon Frost. It is a prosperous boarding and day school with an enrollment of about one hundred boys and girls from nearby towns. Intermediate and college preparatory work are taken up under the principalship of Nelson A. Jackson.

The Staten Island Academy, established at New Brighton in 1884, is a large day school which offers an advanced progressive school program under the most capable auspices to over two hundred boys and girls from the kindergarten grades upwards. It is maintained by a corporation for the good of the community. Frank R. Page, Harvard, is the head master and his faculty are college or professionally trained. The educational value of the Boy Scout movement is recognized and utilized, and there is also a group of Camp Fire Girls. The enrollment of two hundred and fifty is chiefly in the elementary departments, but over one hundred boys and girls have entered the leading colleges.

The Cook Academy, at Montour Falls, N.Y., is an endowed co-educational boarding and day school, founded in 1872 by Col. Elbert W. Cook and endowed by Baptists. Emil Hanke is the principal.

Hoboken Academy, N.J., is a co-educational day school founded in 1860 offering courses from kindergarten to college. There are one hundred students in attendance largely from New York and New Jersey. William C. Raymond is the principal.

Hasbrouck Institute, Jersey City, N.J., is a college preparatory school founded in 1856. It offers high school and ele-

mentary courses to two hundred boys and girls. Charles C. Stmets, Oswego Normal College and Rutgers, has been the principal since 1876.

The Spining School, South Orange, N.J , a day school for boys and girls, has been maintained for fifteen years by Harriet M. Spining (A.M., Columbia), with the assistance of able men and women teachers. The school offers courses from primary to college preparation with individual instruction.

Short Hills School, Short Hills, N.J., has been maintained by Henry F. Twitchell as a co-educational school with local patronage. There are one hundred pupils enrolled in the elementary and high school departments.

Friends Central School, 15th & Race Sts., Philadelphia, is a large day school with a total attendance of over seven hundred in the elementary and high school departments, girls predominating. Mr. W. Elmer Barrett is the principal.

Abington Friends' School, Jenkintown, Pa , ten miles from Philadelphia, is a co-educational school established in 1887 for one hundred boys and girls. The school has been college preparatory and its graduates have entered the leading colleges. Mrs. Lillian L. Kellogg recently succeeded Mr. J. H. Detwiller as principal.

Keystone Academy, fifteen miles from Scranton, Pa., was established in 1868. It is an endowed institution providing a variety of courses for the one hundred or more students which it attracts from the region round about. It has always been co-educational but offers dormitory accommodation for boys only.

George School, Bucks County, Pa., twenty-five miles northeast of Philadelphia, is a Friends boarding school for both sexes established in 1893 in accordance with the will of John M. George, providing for the education of the children of Friends, however poor. It is a large and growing school enrolling two hundred and fifty students of high school grade, drawn from all over the eastern states, eighty per cent of whom are from Quaker families. A dozen or more students enter college yearly. There are over three hundred and fifty alumni and four times that number of former non-graduate students. The location and equipment of the school are attractive and modern. George A. Walton, a graduate of the University of Pennsylvania, has been the principal since 1912.

The Easton Academy, Pa., has for a generation and more provided instruction from primary to college preparation, and has an attendance of about one hundred and fifty local students. The school is the successor of earlier schools of the town extending back to the eighteenth century. It has been under its present name and organization for thirty-one years. Samuel R. Park became principal in 1887 and in 1893 sole proprietor. Of the

two hundred and fifty graduates of the school many have entered the leading colleges.

Perkiomen Seminary, Pennsburg, Pa., a prosperous co-educational school, does commendable work in helping numbers of young people of limited means to an education. Established in 1875 by Rev. C. S. Wieand and continued by him for ten years, on his resignation the school passed through many vicissitudes and was even closed for a time, but in 1892 it opened again under the patronage of the Schwenkfelder Church with the Rev. Oscar S. Kriebel (A.M., B.D., Oberlin; D D, Franklin and Marshall) as the principal. Since then it has steadily grown and now draws three hundred students from Pennsylvania and adjacent states. Among its eight hundred alumni there are many who have entered the leading colleges and universities of the United States.

Schuylkill Seminary, Pa., is attended by one hundred and fifty students, mostly day pupils from nearby towns. It was established at Reading by an Evangelical Association in 1881 but from 1886 to 1902 was located at Fredericksburg. Since 1902 it has been located at Reading. The school offers preparation for college and theological or other professional schools Rev. Warren F. Teel (Ph.B., Northwestern College; A.M., Univ. of Penn; D.D., Franklin and Marshall) has been the principal since 1901.

York Collegiate Institute, Pa., founded and endowed in 1873 by the late Samuel Small, is a co-educational day school with a small boarding department. College preparation is emphasized but a finishing course is also offered to the girls. During its history over fifteen hundred students have attended the school and there is an annual enrollment of one hundred coming from nearby towns. At present forty graduates are enrolled in the leading colleges and professional schools. The Rev. E. T. Jeffers has been the principal since 1893.

Sidwells' Friends School, 1811 I St., N.W., Washington, D.C., is a large and prosperous day school established in 1883 by Mr. Thomas W. Sidwell (University of Pennsylvania) and Mrs. Frances Haldeman-Sidwell (Vassar). It has justly earned a reputation for sound training and has prepared students for the leading eastern colleges. There are about two hundred and forty in attendance. The school offers instruction from primary to college.

Blue Ridge College Academy, New Windsor, Md., now in its sixteenth year, offers a four-year college preparatory course to seventy-five boys and girls from the region round about. The school is under the control of the Church of the Brethren.

SCHOOLS AND CONSERVATORIES OF MUSIC

New England Conservatory of Music, Huntington Ave., Boston, Mass., established in 1853 by Dr. Eben Tourjee, is not only the oldest institution of its kind in the country but the largest and best-equipped. It has always offered the best of facilities in all branches of musical instruction. Since removing to its new building it offers advantages perhaps unrivaled elsewhere. Facilities for every kind of concert and orchestral performance are provided by class-room instruction supplemented by frequent concerts and recitals. The Conservatory Orchestra gives especially useful training to instrumentalists. The School of Grand Opera offers a practical as well as theoretical training. The school has no endowment, aside from provision for a few scholarships. The debt incurred for the new building has been somewhat reduced by gift. The charter of the school prohibits it from being conducted for profit and the present surplus is being applied to reduce the indebtedness. George W. Chadwick, the director, is an orchestral composer and conductor of international reputation. Last year over three thousand students were in attendance, coming from all parts of the country. Ralph L. Flanders is the general manager.

Faelten Pianoforte School, 30 Huntington Ave., Boston, Mass., was established in 1897 by Carl Faelten who has been connected as instructor and director with various prominent musical institutions since his arrival in this country in 1882. He is a concert pianist, and the originator of the Faelten System of fundamental training now widely adopted in music schools. The present enrollment is between six and seven hundred and has been so for many years. Instruction is given under the director's personal supervision by a staff of thirteen teachers, most of whom give their entire time to the school, and several assistants on part time. The curriculum embraces the entire realm of pianoforte music and prepares students as soloists and accompanists and for the music teacher's profession.

The New Haven School of Music, Merchants' National Bank Building, New Haven, Conn., established in 1911, offers instruction in voice, violin, piano, and the theory and history of music. The school is an incorporated mutual association of music teachers for the purpose of increasing their teaching efficiency. One hundred sixty students are enrolled and the school now has six teachers devoting their full time to teaching.

New York College of Music, 128 E. 58th St., New York City, founded in 1878, is an incorporated institution of high standing. The directors are Carl Hein and August Fraemcke. The faculty of forty instructors is especially strong in the piano, vocal, violin, and theory departments. A training course is offered for teachers of public school music.

The National Conservatory of Music of America, 126 W. 79th St., New York City, established in 1885, is conducted by Mrs. Jeanette M. Thurber, the founder. It was chartered by a special act of Congress in 1891.

The American Institute of Applied Music, 212 W. 59th St., New York City, was incorporated in 1900 by the board of regents of the University of the State of New York for the purpose of amalgamating the several educational interests of the Metropolitan College of Music (1891), the Metropolitan Conservatory of Music (1886), the Synthetic Piano School (1887), and the American Institute of Normal Methods The institute has a strong faculty and offers practical and theoretical courses leading to the degrees of Bachelor and Doctor of Music. About four hundred students are enrolled from all parts of the country.

The Institute of Musical Art of New York, 120 Claremont Ave., New York City, was established in 1905 by Frank Damrosch, who was fortunate in securing an endowment of half a million dollars from Mr. James Loeb. The equipment now represents as much more. There is a strong faculty of about sixty teachers and an annual attendance of six hundred students, more studying in the piano department than any other Franz Kneisel, of the celebrated Kneisel Quartet, is at the head of the department of stringed instruments.

The Elinor Comstock School of Music, 1000 Madison Ave., New York City, was opened in 1914. Miss Comstock, a pupil of Leschetizky, has for fifteen years been a teacher of music in New York The members of her school have opportunities for carrying on academic as well as musical study.

The von Ende School of Music, 44 W. 85th St, New York City, founded and directed by Herwegh von Ende, is especially strong in its piano and violin departments, including in the latter Anton Witek. A dormitory for young ladies is maintained one block from the school.

Mollenhauer Conservatory of Music, 73 Livingston St., Brooklyn, N.Y., established in 1868, is maintained by Henry Mollenhauer.

Brooklyn Academy of Musical Art, 549 Greene Ave., Brooklyn, N.Y., is maintained by Mr. R. W. Connor.

Crane Normal Institute of Music, Potsdam, N.Y., grew out of the work which was begun by Miss Julia Crane in 1884 in the Potsdam State Normal School and which she still con-

tinues there. As the state made no provision for the fuller training which Miss Crane deemed essential she has, while continuing her duties in the State Normal, built up this private institution the work of which supplements the work of the state school and yet is entirely supported by its tuition. There is an enrollment of about fifty in the course for supervisors and some twenty students are taking the course in vocal music only.

The Ithaca Conservatory of Music, Ithaca, N.Y., organized in 1892 and incorporated in 1897, offers preparatory and intermediate work and a four-year academic course. The students' concert companies give an opportunity for practical experience through touring in the East. The Alumni Association is interested in the affairs of the school. Over five hundred students are enrolled each year, two-thirds of them being non-resident. The school occupies four large buildings in the center of the city.

Philadelphia Musical Academy, 1617 Spruce St., Philadelphia, Pa, was founded in 1870. Richard Zeckwer, a graduate of Leipzig Conservatory, has been director since 1876, and sole owner since 1880. Instruction is given in all branches of practical and theoretical music by the class system. About thirty students graduate each year. An active alumnæ association was organized in 1894.

Combs Broad Street Conservatory of Music, 1327 S. Broad St., Philadelphia, Pa., was established by Gilbert R. Combs in 1885. It has moved several times to more commodious quarters as its clientele has grown The institution offers musical instruction of every kind, and has reciprocal relations with the University of Pennsylvania. In 1900 a dormitory was added to the equipment. Over fifteen hundred students are enrolled.

Peabody Conservatory of Music of Baltimore, Charles St. & Mount Vernon Pl., Baltimore, Md., is a portion of the great foundation established in 1868 by George Peabody, the leading philanthropist of the day, and is the oldest endowed institution of its kind. It occupies a part of the Peabody Institute Building, in which are also the Gallery of Art, the Public Library, and three concert halls. There is a Conservatory Annex of two buildings near by. Harold Randolph has been director since 1898. About thirteen hundred students are enrolled and nearly as many more are members of choruses and special courses. Instruction is given in all branches of vocal and instrumental music, theory and history of music, languages, and English. There is also a special course for students wishing to teach music in the public schools. There are no entrance requirements, students being placed in the grades for which they are best fitted.

The Wilson-Greene School of Music, 2647 Connecticut Ave., Washington, D.C, maintained for ten years by Thomas Evans Greene and Mrs. Wilson-Greene, offers instruction in

languages, dancing, and dramatic art, as well as music. As a rule the girls live at the school. Fifteen girls are enrolled this year.

Birmingham Conservatory of Music, 1116 S. 20th St., Birmingham, Ala , takes charge of the music department of the Allen School. Opened in 1895 by Benjamin Guckenberger, the Conservatory is now ably conducted by Mr. and Mrs. Gussen. The Fletcher method for children is in use. About one hundred and forty-five pupils are enrolled, nearly all coming from Alabama.

Judson College, Marion, Ala., in the middle-western part of the state, founded in 1838, has a large, well-equipped music department under the direction of Edward Leeson Powers. The one hundred and sixty students enrolled come from all the southern states.

Chicago Musical College, 624 S. Michigan Boulevard, Chicago, Ill., was established in 1867 by Dr. Florenz Ziegfeld, four years after his coming to America from Germany. The growth of the school has kept pace with the development of the city and it is now one of the permanent educational institutions of Chicago, with the backing of its best citizens. It occupies commodious quarters in the Lake Park Building, in which there is a large and attractive concert hall. All branches of musical instruction are offered though stress is laid on work for the piano and the voice. There is a strong faculty of about seventy-five men and women. Free and partial scholarships are available. Over two thousand students are enrolled in the regular courses, the summer normal course, and the evening classes.

The School of Music of Northwestern University, Evanston, Ill., organized in 1891, is a professional music school which bears the same relation to the university as the professional school of law and medicine, having a faculty of thirty-six members and degree-conferring powers. Peter Christian Lutkin has been dean of the school since its foundation. The school enrolls over six hundred students and has an interchange of work with the College of Liberal Arts and other departments of the university.

American Conservatory of Music, 304 S. Wabash Ave., Chicago, Ill., is the creation of John J. Hattstaedt, who established it in 1886. Instruction is provided for students in all grades of advancement and the curriculum is modern and very comprehensive, including all branches of instrumental and vocal music, theory and composition, dramatic art, physical culture, and modern languages. Many prominent names are included among the seventy-five members of the faculty. About two thousand students are enrolled from Illinois and other states of the Middle West.

Columbia School of Music, 509 S. Wabash Ave., Chicago, Ill., established in 1901 by Estelle Phelan and Clare Osborne Reed, its present director, specializes in normal training for

piano and vocal teachers, and public school music and methods A course is offered in the Dalcroze method of eurythmics. Ther are about sixty in the faculty.

The Mary Wood Chase School of Musical Arts, 41(Michigan Ave., Chicago, Ill., organized in 1907 as a school o the piano, was incorporated in 1912 and many other depart ments were added. A faculty of twenty-five give instructior in vocal and instrumental music. A special feature is made o courses for professional musicians and a school of speech art has been opened this year.

The Technical Normal School of Chicago, 3207 Michigar Boulevard, Chicago, Ill., was opened in 1911 to prepare student to teach art, music, domestic science, and physical educatior in public and private schools. A high school education or it equivalent is required for admission The training aims tc correlate the academic, technical, and professional or peda gogical aspects of the subjects taught. The course may extenc from one to three years. The staff includes graduates of many of the leading universities. Two dwelling-houses within a block of the school are used as dormitories for students from a distance

The Sherwood Music School, 410 S. Michigan Ave., Chi cago, Ill., established by William H. Sherwood, was incorpo rated in 1910 and is now in charge of Georgia Kober, a pupil o Mr. Sherwood. Instruction is given in all branches of music as well as dramatic art, with emphasis on the normal course for teachers, who are given opportunity for observation anc practice, and on public school music. A dormitory is provided

Maclean School, Inc., 624 S. Michigan Avenue, Chicago Ill., offers instruction in vocal and instrumental music, dramatic art, fencing, and dancing. Dr. Juan C. Maclean has studied in London, Rome, and Germany, and conducted investigations and experiments both in this country and Europe.

The Cosmopolitan School of Music and Dramatic Art. Auditorium Building, Chicago, Ill., is an incorporated institu tion of which Mrs. Willard S. Bracken is president. A strong feature of its work is the academic course of three years, includ ing theory and history of music. A course is also offered in dramatic art.

Bush Conservatory, 800 N. Clark St., Chicago, Ill., was established by William L. Bush in Bush Temple, which was a memorial to his father. Other buildings have been added including a dormitory for women. Instruction is offered in all branches of music and many other subjects. The School o Opera has just been organized under Signor Parelli, conducto of the Chicago Grand Opera Company. Last year the schoo graduated forty-two students, seven with degrees. Two-third of the students come from outside Illinois.

Hadley School of Music, 431 Wabash Ave., Chicago, Ill. is maintained by Grant Hadley. Instruction is given in prac

tical and theoretical music from the rudiments through concert repertoire.

Knox Conservatory of Music, Galesburg, Ill , is a department of Knox College, established in 1883. William Frederick Bentley has been in charge of the music department since the third year of its establishment and to him is due its growth and development. He is also a well-known conductor of music festivals through the Middle West. The curriculum embraces all branches of music, practical and theoretical. Dormitory accommodation is provided for girls. The present enrollment is about two hundred and thirty.

Indianapolis Conservatory of Music, 430 N. Meridian St., Indianapolis, Ind., established in 1897, provides dormitory accommodations for out-of-town students. Edgar M. Cawley, the director, has been with the school since 1887.

Cincinnati Conservatory of Music, Highland Ave & Oak St., Cincinnati, Ohio, was founded in 1867 by Clara Baur, aunt of the present directress. The faculty, of whom there are about sixty, give instruction in elocution, physical culture, and languages, besides practical and theoretical music. A dormitory was recently added to the main building. Pupils are received from the age of six years upwards.

The College of Music of Cincinnati, Elm St., Cincinnati, Ohio, was founded and endowed in 1878 by Reuben R. Springer, Theodore Thomas being the first musical director The college offers instruction in elocution and languages, aside from vocal and instrumental music, and maintains a teachers' training department. The theory department is especially strong. About fifty students graduate each year.

Dana's Musical Institute and College of Music, Warren, Ohio, founded in 1869 by William H. Dana, was chartered in 1911 with power to confer degrees. Practical and theoretical music are taught in daily lessons, the history and theory of music being required. Dormitories are provided for both men and women.

Oberlin College Conservatory of Music, Oberlin, Ohio, has long occupied a leading position among the music schools of the Middle West. It was organized in 1865, being fostered by the interest in sacred music and by the Puritan traditions of the early New Englanders who settled Ohio. Charles Walthall Morrison, the director, is assisted by a strong faculty of about thirty-five well-trained instructors. The six hundred students have the opportunities for library and gymnasium work and the lecture privileges of the connection with Oberlin College. Courses are offered in all branches of vocal and instrumental music and theory, and may be combined with other college courses. Students may live in the college dormitories. The enrollment is over six hundred this year.

The Toledo Conservatory of Music, Inc., Toledo, Ohio, established in 1900, caters to a large patronage from northwest Ohio, Michigan, and Indiana, the annual enrollment being about five hundred and seventy-five. Instruction is given in all branches of music, with emphasis on normal training for teachers. Bradford Mills has been the director since 1900.

The University School of Music, Ann Arbor, Mich., gives thorough instruction in piano, voice, violin, violoncello, organ, and brass instruments, public school methods, and the theory of music. Established in 1880 the school has since 1888 been in charge of Albert Augustus Stanley, A.M., composer and one of the founders of the American Guild of Organists. It is affiliated with the University of Michigan. About four hundred and sixty students are enrolled, the majority coming from Michigan. The faculty numbers about thirty.

Detroit Conservatory of Music, 1013 Woodward Ave., Detroit, Mich., which was established in 1874 by J. H. Hahn, is now under the direction of Francis L. York (A.M., Michigan), a pupil of Guilmant. Besides offering courses in all branches of music the school has established a complete academic department and there are courses in school drawing, kindergarten methods, and folk dancing. The faculty consists of about one hundred experienced teachers. Dormitory accommodation is provided. The students come mainly from Michigan and are over thirteen hundred in number.

Lawrence Conservatory of Music, Appleton, Wis, is a department of Lawrence College. Particular attention is given to preparation of teachers for music work in the public schools. Peabody Hall, erected in 1909, is the gift of the late George Peabody. The school has its own dormitories for women and the men may live in one of the halls of the adjacent college. Of the two hundred students more than half are girls and nearly all come from Wisconsin. Frederick Vance Evans is the dean.

The Northwestern Conservatory of Music, Art, and Expression, 806 Nicollet Ave., Minneapolis, Minn., founded in 1885, is now under the direction of Olive Adele Evers. Courses are offered in practical and theoretical music, art, expression, and various special branches, while younger students may avail themselves of class work equivalent to regulation high and grammar school courses, through Miss Evers' interest in Stanley Hall, a girls' school. The forty teachers give instruction in a summer school course, and evening classes are maintained during the winter. The six hundred students come mainly from the northwestern states and Canada.

Minneapolis School of Music, Oratory, and Dramatic Art, 42 Eighth St., S, Minneapolis, Minn., organized and incorporated in 1907, offers instruction in all branches of music, dramatic art, and languages. Theory is required of all graduates. William H. Pontius, the director ever since the school's incor-

poration, is assisted by about fifty teachers. The school graduates about thirty students each year but has an enrollment of about thirteen hundred. These are drawn from the northwestern states and Canada

Des Moines College Conservatory of Music has been affiliated with Des Moines College since 1904. Its building and the dormitory, Childs Hall, are on the campus and the students are under the same regulations as the college students. A four-year course is offered, leading to the degree of Mus. B. The Conservatory has an annual enrollment of one hundred students mainly from Iowa

Drake University, Conservatory of Music, Des Moines, Ia., offers instruction in vocal and instrumental music as well as the theory and history of music, with special work for teachers. The five hundred students live in the University halls if they wish, and are urged to use the gymnasium The patronage is mostly from the western states and Canada. Holmes Cowper is dean.

Beethoven Conservatory of Music, Taylor & Olive Sts., St. Louis, Mo., maintained by the Brothers Epstein, offers instruction in all branches of music, and elocution.

School of Pianoforte Playing, 722 Kansas Ave., Topeka, Kan., is a small school conducted by Miss Annie M. P. Bundy since 1901. About ninety women have graduated from the four courses

The University School of Music, Lincoln, Neb., maintained by Willard Kimball since 1894, was until 1911 affiliated with the University of Nebraska. Mr. Kimball (Oberlin '73) is a well-known conductor in this section of the country. About six hundred and seventy students are enrolled.

Oakland Conservatory of Music, Oakland, Cal., is one of a chain of music schools established in the principal coast cities by Adolf Gregory in 1891 and maintained by his pupils, the main office being in San Francisco. Instruction is offered in all branches of practical and theoretical music.

College of the Pacific, Conservatory of Music, at San Jose, Cal., is in charge of Warren D. Allen. Music is taught in graded classes, a special feature being made of the high school course combined with the conservatory course. College credit is also given for advanced work in theory, interpretation, and other courses. Over one hundred students are enrolled.

University of Southern California, College of Music, 233 S. Broadway, Los Angeles, Cal., opened twenty-nine years ago, gives instruction in all branches of music.

Von Stein Academy, Inc., 958 S. Hill St., Los Angeles, Cal., gives instruction in all branches of music and art. About four hundred students are enrolled.

SCHOOLS OF ART

School of the Museum of Fine Arts, Huntington Ave., Boston, Mass., founded in 1876, gives instruction to those who wish to become painters, sculptors, and designers. The curriculum is elaborate and carefully devised for the ends desired. Pupils must be over sixteen years of age. Nineteen scholarships are offered. The staff of sixteen instructors includes such well-known artists as Frank W. Benson, Bela Pratt, and Philip L. Hale. Over two hundred and thirty students are enrolled. Many of the graduates now hold important positions as teachers and designers.

School of Fine Arts, Crafts, and Decorative Design, 90 Westland Ave., Boston, Mass., was established in 1914 by C. Howard Walker, architect, art lecturer, and editor, and Miss Katherine B. Child. It offers a four-year course in decorative art and work also in crafts. Emphasis is laid on the practical side of art. The short trip to New York in the spring teaches the students to study a museum quickly and well. About forty are enrolled.

Fenway School of Illustration, Fenway Studios, Boston, Mass., is a training school for illustrators maintained by Chase Emerson, Harold Brett, and Arthur P. Spear, painters and illustrators. Susan E. Phillips is director. The school equips the student with practical knowledge for the various fields of illustrative art. There are about one hundred and twenty-five students in attendance.

New School of Design and Illustration, 248 Boylston St., Boston, Mass., established in 1911, gives instruction in a great variety of subjects and has an annual attendance of about two hundred.

School of the Worcester Art Museum, 24 Highland St., Worcester, Mass., is now in its sixteenth year. Since 1907 it has occupied the former residence of Mr. Salisbury, founder of the school and museum. Since 1909 H. Stuart Michie has been director There is a prescribed three-year course and special facilities are offered in design and the crafts. About one hundred and twenty attend the day classes and seventy-five the evening classes.

Lowthorpe School of Landscape Architecture for Women, Groton, Mass., established in 1901, is in charge of Georgiana J. Sanders, and offers a two-year course.

School of the Art Society of Hartford, 28 Prospect St., Hartford, Conn., maintained and managed by a board of prominent Hartford women since 1877, annually enrolls from fifty to sixty students. It has in the past numbered among its instructors such pre-eminent artists as William Chase and Dwight W. Tryon. The present instructors include Philip L. Hale and Robert F. Logan. Drawing, painting, illustration, and design are taught.

Yale School of Fine Arts, New Haven, Conn., is an independent department of the university, founded in 1864 by Mr. and Mrs Augustus Russell Street, at whose expense the building was erected. The school has continued to receive gifts and endowments so that in 1910 new galleries and class-rooms were added. The school has two valuable collections of paintings,—the Trumbull collection, of historical portraits and events of the American Revolution, which formed the nucleus of its Art Museum, and the Jarves collection of Italian paintings, unexcelled in this country. William Sergeant Kendall has been director of the school for some years. Three-year courses are offered in painting, sculpture, and architecture, to the first two of which students of both sexes are admitted. Preparatory work is offered for absolute beginners. The total number of students under instruction is about one hundred and twenty-five.

Commonwealth Art Colony, Boothbay Harbor, Me., established in 1904, is a summer school for serious study. The staff gives instruction in illustration; painting, from landscape or model; design; arts and crafts; and music. The Colony offers an outdoor life and many social attractions, and the country round about supplies picturesque subjects for painting and sketching or photography. Asa G. Randall, B.S., of Providence is the director. The school is incorporated. About one hundred and fifty art students and fifty musical students attended the 1914 session. Many of them are accompanied by friends who do not take any courses.

National Academy of Design, Free Schools, 109th St. & Amsterdam Ave., New York City, founded in 1825, give instruction in drawing, painting, sculpture, and etching. Tuition is free but a small entrance fee is charged. Adolph A. Weinman is at the head of the school. Last year the enrollment was about four hundred and fifty.

Cooper Union, 3d Ave. & 8th St., New York City, founded by Peter Cooper in 1859, was the forerunner of many similar institutions, having avowedly inspired the Carnegie benefactions. Additional endowment has continued to come from the family of the founder and others interested in art and art education. At the time of the opening of the school, in 1859, it took over the work of a private society, which offered a course in the arts of design to women, and has since maintained a free art school for women with an enrollment of about two hundred

and seventy-five, and free evening art classes for men in which sixteen hundred are enrolled. C. R. Richards is director, and the art classes are under the immediate direction of Frederick Dielman. The usual instruction is given in all branches of art.

The Art Students' League of New York, 215 W. 57th St., New York City, was founded in 1875 and incorporated three years later. Its board and officers include many public-spirited citizens who have a broad interest in art, and in its list of active members are many of the most prominent artists and art lovers in New York. The League maintains classes of instruction in all branches of art. Growth in attendance has twice necessitated the removal to enlarged quarters and it is now located in the American Fine Arts Building in studios especially adapted to its purposes. The instructors include some of the prominent and more successful artists of New York and the work turned out by its students is probably not excelled by that of any other school. The League maintains two summer schools,—one in the city under George B. Bridgman, and a school of landscape painting at Woodstock in the Catskills under John F. Carlson. About fifteen hundred students are enrolled.

Pratt Institute, Ryerson St, Brooklyn, School of Fine and Applied Arts, founded in 1887, gives especial attention to normal courses in art and manual training. Courses are also given in drawing, illustration, applied design, architecture, crafts, and jewelry. Scholarships are offered by friends of the school and by the Art Students' Fund Association. About one thousand students are enrolled.

New York School of Applied Design for Women, 160 Lexington Ave., New York City, was founded and incorporated in 1892 by Mrs. Dunlap Hopkins for the purpose of affording to women practical instruction in the arts and crafts whereby they might become self-supporting. The instructors are practical men and women engaged in the crafts which they here teach. The directors and officers are public-spirited men and women interested in art education and the institution is further supported by subscribing patrons. More than nine thousand women have been graduated from the school, which now has an enrollment of about six hundred.

New York School of Fine and Applied Art, 2237 Broadway, New York City, succeeded the Chase School in 1909. Courses are offered in drawing, painting, interior decoration, the crafts, costume design, illustrative advertising, and normal training. Frank A. Parsons is president and Susan F. Bissell, executive secretary. The school is incorporated under the Board of Regents. The enrollment is eight hundred. The school holds a summer session at Port Jefferson, L.I.

The Art High School of the Ethical Culture School, Central Park West & 63d St., New York City, opened in 1913, is designed for those who wish to specialize in art during the last

two years of high school work. Two hours a day are given to the study of art, which is classified as design and representation Two years of high school work are required for admission and a diploma is given for the two years spent in the art school. About ten students are enrolled each year.

The Albany School of Fine Arts, 52 S Swan St., Albany, N.Y., established in 1910, offers a three-year course and a normal teachers' course as well as special work in crafts, design, and architecture, under the direction of the State Education Department. This year between seventy-five and a hundred students are enrolled. Edith Very (B S , Columbia) is director.

Skidmore School of Arts, Saratoga Springs, N.Y., maintains a department of fine arts which offers courses for designers and illustrators and a normal art course. About one hundred and fifty students are enrolled, mainly from New York State and the North.

Syracuse University, College of Fine Arts, Syracuse, N.Y , opened in 1873, has departments of architecture, painting, and design. George A Parker is dean of Fine Arts and the summer school is in charge of Charles B. Walker. About two hundred students are enrolled.

Chautauqua Summer School of Arts and Crafts, Chautauqua, N.Y., established in 1903, is maintained under the direction of Royal B. Farnum, who is assisted by twelve instructors. About two hundred and eighty are enrolled.

Pennsylvania Academy of the Fine Arts, Broad St., above Arch, Philadelphia, Pa , founded in 1805, is the oldest school in America devoted exclusively to the cultivation of the fine arts. All the twelve instructors, specialists in their respective lines, are well-known artists or sculptors. About twenty students each year are given traveling scholarships through the generosity of friends of the school. Thorough instruction is offered in drawing and painting, sculpture, and illustration. Three hundred students are enrolled.

School of Industrial Art of the Pennsylvania Museum, Broad & Pine Sts., Philadelphia, Pa., chartered in 1876, sprang from the increased interest in art and art education awakened by the Centennial Exhibition. Its trustees include public-spirited men and women of Philadelphia, Leslie W. Miller being principal. In the School of Applied Art, instruction is given in architecture, design, interior decoration, as well as illustration and the crafts, with a normal course for teachers. Several scholarships are offered. A summer school is maintained under the direction of Otto F. Ege and a textile school gives courses in dyeing, weaving, finishing, etc. About twelve hundred are enrolled.

Philadelphia School of Design for Women, Broad & Master Sts., Philadelphia, Pa., established in 1844, offers instruc-

tion in all branches of art, under the direction of Emily Sartain. It is the oldest school of industrial art in America.

Corcoran School of Art, 17th St. & New York Ave., Washington, D.C., was established in a small way in 1875 when certain rules and regulations were adopted for the observance of persons drawing or copying in the Corcoran Gallery. In 1890 the new Art School building was opened and in 1897 a new gallery building was opened Edmund Clarence Messer is principal of the school, which gives instruction in drawing and painting. Tuition is free but an annual entrance fee of $10 is charged. Instruction is individual. About one hundred and fifty are enrolled.

Schools of Art and Design of Maryland Institute, Mount Royal Ave., Baltimore, Md., founded in 1825 and reorganized in 1848, has maintained day classes and a night school since 1849, in charge of C. Y. Turner. The board of managers includes well-known Baltimore citizens. The Rhinehart School of Sculpture was made possible in 1908 by a state appropriation and the gift by Andrew Carnegie of $263,000. The usual art courses are offered, with emphasis on work in glass, pottery, leather, wood, and metal. About a hundred and fifty are enrolled in the day school and about nine hundred at the night classes.

The H. Sophie Newcomb Memorial College for Women, New Orleans, La., the school of art of this college, was founded in 1887 by Mrs. Josephine Louise Newcomb, who in 1895 gave new buildings. In 1901 an additional building was erected for applied art work-rooms. A specialty is made of pottery and of other crafts, including embroidery and jewelry. About a hundred and fifty are enrolled, from all the southern states with a few from the Middle West.

The Art Institute of Chicago, Lake Front, opposite Adams St., Chicago, is probably one of the best equipped and most thorough-going art schools in the country. It was incorporated in 1879 and is the continuation of the school of the old Academy of Design established in 1866. Until last year William M. R. French was the director. Theodore J. Keane is now in charge of the school, which gives instruction in drawing, painting, decorative design, ceramic painting, and architecture, with a three-year course in normal art. Nine hundred are enrolled in the day school, seven hundred in the Saturday classes, over a thousand in the evening classes, five hundred in the summer school, with a total of nearly twenty-nine hundred.

Chicago Academy of Fine Arts, 81 East Madison St., Chicago, Ill., maintained by Carl N. Werntz since 1903, gives instruction in fine, decorative, and normal art, with emphasis on the vocational and commercial aspects. About seven hundred and fifty students, mainly from Chicago, are enrolled.

Chicago School of Applied and Normal Art, 606 South Michigan Ave., Chicago, Ill., maintained since 1908 by Emma Church, who was formerly with the Chicago Academy of Fine Arts, gives instruction in painting, illustration, design, and crafts. About three hundred and forty are enrolled, about forty per cent of whom come from outside Chicago.

The Art School of the John Herron Art Institute, Pennsylvania & 16th Sts., Indianapolis, Ind., conducted by the Art Association of Indianapolis and made possible by the will of John Herron, was opened in 1902 and has been in its present building since 1907. Harold Haven Brown is the director. The school offers the usual courses in drawing, painting, design, modeling, and normal art. Saturday morning classes are maintained and a summer school. About a hundred and twenty-five students are enrolled, nearly all from Indiana.

Muncie Normal Institute, Muncie, Ind., in its art department enrolls about one hundred and seventy-five students. The instruction is under the direction of Eva Sinclair and covers normal work, applied arts, and design.

Institute of Applied Arts of the Ohio Mechanics Institute, Cincinnati, Ohio, founded in 1828 and incorporated in 1829, first opened its teaching work in 1856 as an evening school. The old building was remodeled in 1900 and a day school added. In 1908 Mrs. Mary M. Emery gave $500,000 for a new building which was completed in 1911. Architecture, art and design, decorative glass work, and normal art work are offered. About five hundred students are enrolled.

Art Academy of Cincinnati, Cincinnati, Ohio, founded in 1869 and formerly known as the McMicken School of Design and Art School of Cincinnati, is maintained by the trustees of the Cincinnati Museum Association, which includes prominent citizens of Cincinnati. Its endowment through several sources amounts to practically half a million. Instruction is given in drawing, painting, modeling, and applied arts. Part-time courses are arranged for high school and other special students. A summer school is maintained and a two-year course for teachers. The present enrollment is about four hundred.

Columbus Art School, 492 E. Broad St., Columbus, Ohio, founded in 1879 by the Columbus Art Association, offers instruction in drawing, painting, illustrating, sculpture, design, and metal work. About a hundred and seventy-five students are enrolled each year. Julius Golz, Jr., is director.

Cleveland School of Art, Juniper Road & Magnolia Drive, Cleveland, Ohio, founded in 1882, in charge of Georgie Leighton Norton, gives instruction in the principles of art, design, and crafts. Six four-year courses are offered, the last two years of which are elective, with a two-year course for teachers. Three scholarships are offered by friends of the school. About four hundred students are enrolled.

School of Design of Detroit Museum of Art, Jefferson Ave. & River St., Detroit, Mich., has for three years given instruction in drawing, design, modeling, and normal art, under the direction of George T. Hamilton. In close affiliation with the public schools, the School of Design is given public funds. Several scholarships are awarded each year. The school is growing rapidly and has this year added two instructors. About one hundred and fifty are enrolled.

The School of Fine Arts, Fine Arts Building, Detroit, Mich., gives instruction in painting and illustration, under direction of John P. Wicker. About one hundred and seventy-five are enrolled in the day school and one hundred in the evening classes.

College of Industrial Art, Fine Arts Department, Milwaukee, Wis., established in 1903, gives instruction in the usual branches of design, painting, and crafts, under the direction of Mary W. Shackelford. A four-year course leads to the degree of B.S. About fifty students are enrolled in the winter school and forty in the summer classes.

Minneapolis School of Art, Institute of Arts Building, Minneapolis, Minn., has been conducted by the Minneapolis Society of Fine Arts since 1886, and gives instruction in fine and applied arts through day and evening classes. The alumni were organized in 1911 and take an active interest in the school. Joseph Breck as director of the Institute is also director of the school. The faculty consists of ten members. A number of scholarships are awarded annually. About two hundred students are enrolled, coming from all parts of the United States.

The St. Paul Institute School of Art, The Auditorium, St. Paul, Minn., established in 1895, maintains classes in painting, modeling, illustration, design, and normal art. Lee Woodward Zeigler is the director and the trustees represent well-known and influential citizens of St. Paul. About one hundred and sixty students are enrolled.

Cummings Art School, Des Moines, Ia., under direction of Charles A. Cummings, gives the usual courses in art with a spirit, which, although conservative, is yet thoroughly serious and firm.

Drake University, Des Moines, Ia., maintains a school of drawing and painting, in charge of Helen E. Gardner, with courses in drawing, painting, design, crafts, and normal art. About forty are enrolled, mostly women.

Washington University, Skinker Road & Lindell Boulevard, St. Louis, Mo., maintains schools of architecture, drawing and history of art, and fine arts. The latter, founded in 1874, a separate department of the university, is in charge of Mr. E. H. Wuerpel. Instruction is given in all branches of art, with emphasis on crafts, and the art museum is supported by the

city. Several scholarships are offered by friends of the school. About two hundred are enrolled, though the number is steadily increasing. The majority of the students come from Missouri, but the whole of the West is represented.

University of Kansas, Lawrence, Kan., maintains a department of drawing and painting in which good elementary instruction is given in fine and decorative art, to about one hundred students annually. The department and its summer school are in charge of William A. Griffith.

The Fine Arts Academy of Denver, 31 E. 18th Ave., Denver, Col., established in 1912 under the direction of Abigail Holman, gives instruction in fine, decorative, and normal art. About sixty students are enrolled.

California School of Design, San Francisco Institute of Art, San Francisco, Cal., founded in 1874, has since 1894 been affiliated with the University of California. It offers courses in drawing, painting, illustration, design, crafts, and normal work for teachers. A summer course was added in 1914. Over two hundred and twenty students are enrolled, including some from Canada and Japan. Pedro J. Lemos is acting director.

California School of Arts and Crafts, 2119 Alston Way, Berkeley, Cal., offers courses in design, illustration, and crafts, with normal work for teachers Frederick H. Meyer is director. The summer school is held at Carmel-by-the-Sea.

The Carmel Summer School of Art, Carmel-by-the-Sea, Cal., was conducted by William M. Chase in 1914 as the first American summer school with which he had been connected since the close of the Shinnecock Summer School of Art on Long Island twelve years ago. There are classes in painting from the landscape and from costume model out-of-doors, and from the portrait model and from still life in the studios. C. P. Townsley is director. About one hundred students were enrolled last summer.

The Stickney Memorial School of Fine Arts, Fair Oaks & Lincoln Aves., Pasadena, Cal., opened in 1914 by C. P. Townsley, gives instruction in drawing, painting, modeling, interior decoration, and design, under the auspices of the Pasadena Music and Art Association. About forty students are enrolled from different parts of the United States and South America.

Los Angeles School of Art and Design, 6th & Alvarado Sts., Los Angeles, Cal., established in 1887, gives instruction in all branches of art. L. E. Garden-Macleod is director. About one hundred and fifty students are enrolled each year. In 1914 a summer school was opened.

KINDERGARTEN TRAINING SCHOOLS

Miss Wheelock's Kindergarten Training School, 110 Riverway, Boston, Mass., until 1914 on Newbury St., is perhaps the best-known and most successful in New England. For twenty-five years it has been conducted by Miss Lucy Wheelock, about whose personality it centers. She is a woman of broad sympathies who has exerted a wide influence in her field. Applicants must have the equivalent of a high school education, must be nineteen years of age, and able to play the piano and sing. Students are received on two months' probation and those from a distance are expected to live in the school dormitory. The Froebel system is closely followed but the general training is broad. A child-welfare course in preparation for social service work and a third year of kindergarten training are also offered.

Kindergarten Normal School, 319 Marlborough St., Boston, Mass., was established in 1906 by Miss Laura Fisher, a woman of unusual personality, who introduced many novel features. Since Miss Fisher sold her interest in order to go to New York the school has been conducted by Miss Harriet Niel. The school has a desirable class of patronage from families of Greater Boston. Candidates must be eighteen years of age and have the equivalent of high school work.

Perry Kindergarten Normal School, 18 Huntington Ave., Boston, Mass., offers a two-year course, and requires that candidates have a high school education or its equivalent and are at least eighteen years of age. The school limits its numbers to forty-eight and is in charge of Mrs. Annie Moseley Perry.

Lesley Normal School, 29 Everett St., Cambridge, Mass., established in 1909, is conducted by Mrs. Edith Lesley Wolfard. Proximity to Harvard makes possible lectures by university professors and in addition to kindergarten work preparation is offered for primary teaching and playground supervision. There are opportunities for observing the work of Boston kindergartens. Residence accommodation is provided for a limited number. About seventy girls are enrolled this year.

The Fannie A. Smith Froebel Kindergarten Training School, 863 Lafayette St., Bridgeport, Conn., is one of the oldest existing schools of its kind. Established in 1885, jointly with

a kindergarten and private school which had been running two years, it has enrolled over fifteen hundred children and gives a very thorough training Miss Smith is still principal and has given students the unusual opportunity of practicing the principles of Froebel in the same school in which they study. Additional practice is given in the public schools of the city. An alumnæ association consisting of more than half the two hundred graduates co-operates with the training school.

Connecticut Froebel Normal Kindergarten Primary Training School, 179 West Ave., Bridgeport, Conn., a boarding and day school established in 1899, offers academic, kindergarten, primary, and playground courses. The principal is Miss Mary C. Mills, who has, through aggressive and enterprising methods, built up a prosperous school.

The Ethical Culture School, Central Park West & 63d St., New York City, maintains a kindergarten-primary normal training department in connection with its complete course of instruction. The school is still under the guiding influence of Dr. Felix Adler, who established it in 1878. Throughout the normal work the kindergarten and primary education are put on a common basis. The well-organized school for younger pupils, from kindergarten to college grade, affords excellent opportunities for observation and practice and the study of the continuous development of the child from kindergarten to later stages of school life. About thirty girls graduate each year There have been over five hundred graduates, most of whom are now teaching. Afternoon courses leading to kindergarten-primary diplomas are given in methods and physical training. Franklin C. Lewis is the superintendent

Teachers' College, Columbia University, New York City, established in 1887, has a kindergarten department in charge of Patty S. Hill, the well-known worker along these lines, since 1910. About seventy girls are enrolled each year and about three hundred and fifty have been graduated.

The Froebel League, 112 E. 71st St., New York City, has maintained a kindergarten training school since 1909. A kindergarten was opened in 1897 and the League incorporated a year later. The board of trustees is made up of prominent New York women. The work of the League has broadened and now includes an elementary school, a mothers' department, and a nurses' class. It now occupies its own specially constructed building and in 1914 opened a students' residence The course provides a very complete technical training, and adds many subjects that contribute to the all round development of the individual. A part of the last year is spent on the League's Connecticut alumnæ's farm, where much is made of nature study and gardening.

The New York Kindergarten Association, 524 W. 42d St., New York City, conducts a kindergarten training school which

since 1914 has been under the direction of Miss Laura Fisher. It offers a two-year observation and practice course.

Pratt Institute, School of Kindergarten Training, Ryerson & Hall Sts, Brooklyn, N.Y., established in 1892, in charge of Miss Alice E. Fitts, gives a two-year course, with practice in the kindergartens of the city. Physical culture, gardening, and careful training in music are also required. A model kindergarten, maintained in connection with the school, affords opportunity for practice and observation.

The Training School of the Buffalo Kindergarten Association, 86 Delaware Ave., Buffalo, N.Y., established in 1891, is maintained by Miss Ella C. Elder. About forty girls are enrolled each year.

Miss Hart's Training School for Kindergartners, 3600 Walnut St., Philadelphia, Pa., is conducted by Miss Caroline M. C. Hart, who was at one time connected with the Baltimore Kindergarten Association. A very thorough preparation for kindergarten work is made possible by the co-operation of five kindergartens in different parts of the city.

The Kindergarten Inn, 315 N. 35th St, Philadelphia, Pa., was organized by the Alumnæ Association of the Froebellian Training School of Philadelphia, and was formerly known by this name. It is now maintained by Miss Emily D. Wright and an advisory council of about thirty women. The school is run on the plan of the famous Pestalozzi-Froebel Haus in Berlin.

American Montessori Training School for Teachers, Torresdale, Philadelphia, Pa., is conducted by Mrs. J. Scott Anderson in a building especially adapted to the needs of the school. The work is taken up on the same lines as in Signora Montessori's school in Rome, where Mrs. Anderson studied for a time.

Pittsburgh and Allegheny Kindergarten College, Pittsburgh, Pa., conducted by Mrs. James I. Buchanan, offers thorough yet somewhat conservative courses in kindergarten training, both theoretical and practical.

The Columbia Kindergarten Training School, 2108 Connecticut Ave., Washington, D.C., is conducted by Miss Sara Katharine Lippincott. It was established in 1897 and has an average of fifteen to twenty students each year.

Kindergarten Normal Institution, 1426 Q St., N.W., Washington, D.C., established in 1874, is maintained by Miss Susan Plessner Pollock, whose mother, Mrs. Louise Pollock, first introduced the kindergarten system in English into this country. At present Miss Pollock is in Germany and the school is being conducted by Miss M. Daugherty.

Affordby Normal School, 1110 N. Charles St., Baltimore, Md., established in 1896, is maintained by Miss Elisabeth

Silkman. A two-year course is offered in connection with model and practice schools. The students live in the school dormitory.

Richmond Training School for Kindergartners, Richmond, Va., is in charge of Miss Lucy S. Coleman. About twenty girls are enrolled each year and some eighty girls have been graduated. The course occupies two years.

Atlanta Kindergarten Normal and Elementary School, 639 Peachtree St., has been conducted since 1897 by Miss Willette A. Allen, who gives a two-year course in Froebel and Montessori principles to about twenty girls each year. There are some hundred graduates, mostly from the South. The children's class has an enrollment of about twenty-five. Miss Allen is a graduate of the Chicago Central Normal and the Hailman Training School for Kindergartners and has done graduate work at New York University.

Columbus Free Kindergarten Association Training School, 1431 Fourth Ave., Columbus, Ga., established in 1896, is in charge of Miss Edwina Wood. The two-year course affords opportunity for constant practice As this is a school maintained by an association, the greater share of its revenue comes from that source.

Kate Baldwin Free Kindergarten Association, Savannah, Ga., maintains a training school in charge of Miss Hortense M. Orcutt. Students are received on two months' probation and have an opportunity for much practice teaching. About eleven are enrolled each year and some sixty have been graduated. The school is supported by the Association and only the smaller part of its revenue comes from tuition fees.

Mobile Kindergarten Training School, Mobile, Ala., at Barton Academy on Government St., has been maintained since 1912 by Miss Anne E. Johnston. In 1913 there were seven girls enrolled. Much practice teaching is done by the students and only a small tuition fee is charged as most of the revenue of the school comes from other sources.

Dallas Free Kindergarten Training School and Industrial Association, 1925 Cedar Springs Ave., Dallas, Tex., was established in 1906 and is in close co-operation with the different forms of social work around the city. Miss Katherine Montgomery, the principal, is head resident of Neighborhood House where all the faculty live. A two-year course is offered to about twelve students each year, the patronage being mainly local. There have been about seventy graduates.

San Antonio Kindergarten Training School, 515 N. Pecos St., San Antonio, Tex., established in 1907, is a private school in charge of Rachel Plummer. Twelve girls are enrolled and about twenty-five have been graduated.

Kindergarten Collegiate Institute of Chicago, 410 S. Michigan Ave., Chicago, Ill., one of the oldest schools of kindergarten training, established in 1881, is in charge of Eva B. Whitmore. It is under the direction of the Chicago Free Kindergarten Training Association, from which more than half its income is derived. About sixty are enrolled.

National Kindergarten College, 2944 Michigan Boulevard, Chicago, Ill., is one of the oldest extant schools of its kind in the country, and one of the largest and best. It was established in 1886 as the Chicago Kindergarten College by Miss Elizabeth Harrison, its president, and Mrs. John N. Crouse, who has since retired. In 1912 it was incorporated under its present name in affiliation with the National Kindergarten Association, whose directors are men and women of national reputation and influence. The following year the college moved to its present sumptuous quarters in the historic Sidney Kent property. Miss Harrison, after thirty years of teaching and administrative work, demonstrated her openness of mind by joining Dottoressa Montessori's first training class in Rome. She had previously visited and studied the chief kindergarten centers of Europe and America. A strong faculty offers instruction in practical and theoretical kindergarten work. A broad training is given, including work in art, science, history, and literature. Fifty practice kindergartens under the supervision of the college afford generous opportunities for observation and practice. The patronage is national, half the one hundred and seventy-five students coming from outside Illinois. Those from out of town are expected to live in the dormitory. The Alumnæ Association, organized in 1893, includes many graduates holding leading kindergarten positions throughout the country.

The Pestalozzi-Froebel Kindergarten Training School, 616 S. Michigan Boulevard, Chicago, Ill., maintained since 1896 by Mrs. Bertha Hofer Hegner, has incorporated some of the features of the Pestalozzi-Froebel Haus in Berlin. Mrs. Hegner was director of the Chicago Commons Social Settlement Kindergarten from 1895–1904. Special work is given for playground and primary teachers. Pupils are assigned for practice teaching in about forty public school and social settlement kindergartens. The one hundred and nine students enrolled come from all sections of the country. The Alumnæ Association, numbering about two hundred and thirty, is a branch of the International Kindergarten Union.

Chicago Kindergarten Institute, 54 Scott St., Chicago, Ill, established in 1894, has been under student government since 1908. There are three directors, Mrs. Mary Boomer Page, Miss Caroline C. Cronise, and Mrs Ethel Roe Lindgren, who are assisted by some fifteen teachers A two or three year normal kindergarten course is offered, the first two months being a period of probation. Regular students live at least one month at Gertrude House, where home training is combined

with student life and teachers and students live together like one family. The present enrollment is about one hundred and there are more than six hundred alumnæ.

Teachers' College of Indianapolis, Alabama & 23d Sts, Indianapolis, Ind., established in 1882, gives a kindergarten course under the direction of Mrs Eliza A. Blaker. There is an annual enrollment of about one hundred & thirty-five and over two thousand have been graduated.

Valparaiso University, Valparaiso, Ind, in its kindergarten department, established in 1890, offers a two-year course to about one hundred and twenty-five girls each year The students are put on a short probation and have tuition free. Mrs. Mary A. Hemstock is principal.

Columbus Kindergarten Normal Training School, Columbus, Ohio, established in 1889, is in charge of Elizabeth N. Samuel. A two-year course is offered, in which about thirty girls are enrolled. Candidates must be at least eighteen years of age.

Cincinnati Kindergarten Association Training School, 6 Linton Rd., Cincinnati, Ohio, is carried on under a board of trustees by Miss Lillian H. Stone. The school is affiliated with the University of Cincinnati and gives the students an opportunity for practice in the public schools, mission, and private kindergartens. About fifty girls are enrolled

Oberlin Kindergarten Training School, 125 Elm St., Oberlin, Ohio, has been maintained by Bertha Emeline Montgomery since 1894. About seventy-five girls are enrolled each year and nearly two hundred have been graduated.

Cleveland Kindergarten Training School, 2050 E. 96th St., Cleveland, Ohio, was organized in 1894 by the Cleveland Day Nursery and Free Kindergarten Association, acting with the advice and help of Miss Elizabeth Harrison and Mrs. J. N. Crouse of the National Kindergarten College, with which it is now affiliated. It is conducted by Miss Netta Faris, a graduate of Chicago Kindergarten College, as are many of its staff. The students have opportunities to observe and practice in the nine practice kindergartens around the city. The three-year course of study is broadly planned Candidates who are eighteen years of age, with the equivalent of a high school education, are accepted on six weeks' probation About ninety girls are enrolled each year.

The Law Froebel Kindergarten Training School, 2313 Ashland Ave., Toledo, Ohio, grew out of a kindergarten established in 1883 by Dr. Mary E. Law, M.D., and since that time has graduated some five hundred teachers, including nearly all those engaged in kindergarten work in the Toledo public schools. Froebel principles as well as those of the Montessori system are studied and daily practice is a part of each year's work. The

forty students come from within a radius of one hundred and fifty miles.

The Grand Rapids Kindergarten Training School, 508 Fountain St., N.E., Grand Rapids, Mich., was established in 1891 by Miss Lucretia Willard Treat, who was succeeded in 1904 by Miss Clara Wheeler At the end of a two-year course, its students receive state kindergarten certificates which entitle them to teach in the kindergarten and first grade of the Michigan public schools. At present about sixty students are annually enrolled for the winter and the summer terms.

Alma College, Alma, Mich , maintains a kindergarten department, established in 1888, in charge of Caroleen Robinson. The courses range in length from two to four years. About forty-five girls are enrolled.

Minneapolis Kindergarten Association Normal School, 116 N. 11th St., Minneapolis, Minn., established in 1893, offers a two-year course to about one hundred students each year. Miss Stella L. Wood is in charge of the school and arranges the instruction so that the students have much opportunity for practice teaching.

The Froebel Kindergarten Training School, 1020 McGee St., Kansas City, Mo., has in the seventeen years of its existence trained eighty out of the eighty-five kindergarten teachers in the city schools. Miss Elizabeth Moss, director since 1908, has been connected with the school since its inception. The training includes observation and teaching in the city kindergartens.

Golden Gate Kindergarten Free Normal School, 560 Union St., San Francisco, Cal , established in 1891, is conducted by Miss Anna M. Stovall. As this is an association school most of its revenue comes from that source and not from tuition fees. A two-year course is offered, with opportunities for much practice teaching. About twenty-five girls are enrolled each year and over two hundred have been graduated.

Barnard's Kindergarten Training School, 2192 Shattuck Ave., Berkeley, Cal , has been maintained since 1892 by Miss Grace Everett Barnard. About sixty girls are enrolled and over one hundred and fifty have been graduated.

SCHOOLS OF PHYSICAL EDUCATION

American School for Physical Education, 44 St. Botolph St., Boston, Mass, was opened last fall by Dr. Mary R. Mulliner (Boston University), who has had especially thorough training for her profession and was for ten years a lecturer in the Sargent School. Dr. Mulliner lays stress upon the "combination of various systems of gymnastics into the American system."

Posse Normal School of Gymnastics, 779 Beacon St., Boston, Mass., is modeled after the Royal Gymnastic Central Institute in Stockholm, Sweden, and the Swedish system of gymnastics is largely used. Substantial courses are offered for the training of physical culture teachers. The school was established by Baron Nils Posse in 1890 and since his death has been carried on by his wife Baroness Rose Posse (A.B., Salem Normal School). From the beginning special attention has been given to medical and corrective work. About seventy-five men and women are enrolled. The graduates of the school hold responsible positions in schools all over the country.

The Sargent School for Physical Education, 8 Everett St., Cambridge, Mass., was established by Dr. Dudley A. Sargent in 1881. Dr. Sargent (A.B., Bowdoin '75, A M., '87; M.D., Yale '78) has been a pioneer in organizing physical education in this country, his influence is wide-spread, and the greater number of physical directors in our schools and colleges have been trained under his direction. The school developed from a gymnasium established in connection with Radcliffe College and in 1904 a building of its own was erected which was doubled in capacity ten years later. There is a broad three-year normal course in which the mental and physical sciences are correlated. The work in June and September is carried on at the summer camp in Peterboro, N.H. In addition to the normal there are remedial and recreative courses. The school early recognized the merits of æsthetic dancing as developed by the late Mr. Gilbert. There are four hundred and fifty pupils enrolled representing all parts of the United States and Canada. In all over sixteen hundred have attended the winter sessions and twenty-four hundred the summer sessions of the school.

New Haven Normal School of Gymnastics, 1466 Chapel St., New Haven, Conn., was organized in 1886 and moved to New Haven six years later where it became known as the

Anderson Normal School of Gymnastics; the present name was assumed in 1900 The school offers thorough courses for teachers of physical training and playground work. There is an attendance of one hundred and ten men and women who come largely from New England and the eastern states but there is a scattering from all over the country. E. Hermann Arnold (M.D , Yale) is the director. To enter a student must have graduated from a school of high school grade or have passed college entrance examinations. It has its own dormitories and its own enclosed campus.

The Chalif Normal School of Dancing, 7 W. 42d St., New York City, has been conducted for the past nine years by Louis H. Chalif. Instruction is given in æsthetic, interpretive, and the newest ballroom dancing to teachers of dancing and physical culture and exhibition dancers. Last year six hundred teachers from all parts of the country were enrolled in the various courses.

The Savage School for Physical Education, 308 and 310 W. 59th St., New York City, formerly the New York Normal School, offers complete courses in the theory and practice of physical training to nearly two hundred men and women, mostly from Greater New York. The school was established in 1895 and is still conducted by Watson L. Savage (A.B., Amherst '82, A.M., '85; M.D., Long Island Hospital '85), who has had wide experience in other schools. The faculty represent the best colleges and universities.

Temple University Normal School of Physical Education, Broad & Berks Sts., Philadelphia, has since 1914 been conducted by Wm. Nicolai, who has made a complete revision of the course. The department of physical education was organized in 1896, four years after the establishment of the university, and now enrolls eighty students mostly drawn from the eastern cities with a majority from Philadelphia. A complete course for training teachers in all branches of physical education is given.

Normal College of the North American Gymnastic Union, 415–419 E. Michigan St., Indianapolis, Ind., is the oldest American institution for the education of teachers of physical training, and since its establishment has been under the direction of and supported by the North American Gymnastic Union, an organization begun through German influence in 1848. The Normal College was opened in Rochester, N.Y., in 1861 and after several moves finally settled in Indianapolis in 1907. Emil Rath, the president, graduated from this institution in 1898.

Normal School of Physical Education, Battle Creek, Mich., has grown rapidly since its establishment in 1909 and at present enrolls over one hundred and twenty-five men and women, who come from all over the country. Besides the

training school there is a preparatory department and a summer school. Wm. W. Hastings, Ph.D., for five years in charge, was in 1915 succeeded by Dr. Frank J. Born (A.B , Yale '98).

Department of Physical Education of the University of Wisconsin, Madison, Wis., offers courses for teachers of physical education, directors of play, and instructors of athletics. These courses were established in 1911 and at present there is an enrollment of sixty-five men and women, chiefly from Wisconsin. The department also has jurisdiction over all athletic activities of the college. George W. Ehler has for five years been the director.

SCHOOLS OF EXPRESSION AND DRAMATIC ART

Emerson College of Oratory, Huntington Ave., Boston, Mass., established in 1880, is the largest institution of its kind. Henry Lawrence Southwick, now president, became partner of Dr. C. W. Emerson in 1889 and in 1899 bought the school and took charge. The regular diploma course requires four years, about eighty elective courses being divided into seven general groups of studies. The annual enrollment is about three hundred, half coming from outside the state, and the great majority being women. Summer courses are given in Boston and in Knoxville, Tenn.

School of Expression, Pierce Building, Boston, Mass., maintained by Dr. S. S. Curry, was organized by him as an independent institution in 1884, and is an outgrowth of a department of oratory in Boston University established in 1875. Dr. Curry has been at various times instructor at Harvard and Yale. A three-year professional or normal course is offered. There is an enrollment of more than a hundred this year, mostly from in and around Boston. Summer courses are given in Chicago, Asheville, N.C., Burlington, Vt., and Boston.

Leland Powers School of the Spoken Word, Fenway, Boston, Mass., has been maintained since 1904 by Mr. Leland Powers, who is widely known as a public reader and author. Last year the school moved into a new building of its own in the Fenway. The enrollment is limited to one hundred and ten, mostly young women from all parts of the country. The diploma course requres two years.

The Alberti School of Expression, Carnegie Hall, New York City, maintained since 1897 by William M. Alberti, offers class and individual instruction in pantomime, elocution, literature, dancing, pageantry, costuming, and scenic effects.

The Hawn School of the Speech Arts, Inc., Carnegie Hall, New York City, maintained by Henry Gaines Hawn for about twenty years, gives a variety of two-year courses in reading, dramatic arts, literature, and oratory. About sixty students are enrolled this year.

American Academy of Dramatic Arts, Carnegie Hall, New York City, was founded as the Lyceum School of Acting in 1884, and chartered fifteen years later by the regents of the

State of New York. It is the earliest and foremost institution of its kind in the country and gives complete instruction in all phases of dramatic arts, the regular course requiring two years. The senior classes are organized as a stock company and give public performances. Franklin H. Sargent is president

The Lawrence School of Oratory, 149 W. 35th St., New York City, founded in 1869, gives instruction in elocution, oratory, and dramatic art. Edwin Gordon Lawrence, actor and author, succeeded his father as director of the school in 1882.

The Alviene Schools, 225 W. 57th St., New York City, maintained by Claude M. Alviene, give professional training for the stage, the two regular six-month courses being synchronous.

The Williams School of Expression and Dramatic Art, Ithaca, N.Y, maintained since 1897 by George C. Williams, the secretary and treasurer of the Ithaca Conservatory of Music, offers instruction in the usual branches of oratory and dramatic art, with special work for those of defective speech. Seventy students have been graduated and about one hundred are enrolled this year.

The National School of Elocution and Oratory, Broad & Cherry Sts., Philadelphia, Pa., founded in 1874 by J. W. Shoemaker, is one of the oldest chartered schools of the kind in the country. The diploma course requires one year and an additional year leads to the degree of Bachelor of Oratory. About thirty-five students are graduated each year, coming from all parts of the country. About eleven hundred have been graduated.

Neff College, 1730 Chestnut St, Philadelphia, Pa., conducted since 1893 by Silas S. Neff, offers classes, two and three year courses, and correspondence instruction in a variety of subjects. Most of the two hundred and fifty students are men.

King's School of Oratory, Mt. Oliver, Pittsburgh, Pa., maintained for thirty years by Byron W. King, caters to those who wish coaching for a short time, or special work of different kinds. About two hundred and fifty students are enrolled.

The Lucia Gale-Barber School of Rhythm and Correlated Arts, 2003 Columbia Road, Washington, D.C., a boarding and day school for girls of all ages and boys under ten, is in charge of Mrs. Mary R. Gale Davis, sister of Mrs. Barber, originator of the system of rhythmic training around which the school work centers.

Northwestern University, School of Oratory, Evanston, Ill., has since 1878 been in charge of Robert McLean Cumnock. There is a two-year course with an optional year of more advanced work. Students live in the university dormitories. About one hundred and sixty students are enrolled.

The Anna Morgan Studios, Inc., 825 Fine Arts Building, Chicago, Ill., have been maintained since 1895 by Miss Morgan, who was at the head of the dramatic department of Chicago Conservatory from 1883 to 1895. Dramatic art is taught in all its branches with especial attention to teachers and professional students. A few plays are given each year in Miss Morgan's "Little Theatre." Several hundred students have been graduated and about one hundred are enrolled this year.

School of Acting of Bush Temple Conservatory, N. Clark St. & Chicago Ave., Chicago, Ill., offers a two-year course in acting, with practice in a stock company which produces about twenty-five plays each season. Edward Dvorak is dramatic director.

Cincinnati School of Expression, Sixth & Vine Sts., Cincinnati, Ohio, maintained by Miss Jennie Mannheimer since 1894, gives instruction in elocution, dramatic arts, music, and dancing.

Harroff School of Expression, 619 The Arcade, Cleveland, Ohio, established in 1892, offers three to five year courses in elocution, English literature, and physical training. Mrs. Flora Harroff-Andrews is principal. About one hundred students are enrolled.

The Detroit Training School of Elocution and English Literature, 780 Woodward Ave., Detroit, Mich., established in 1877, is now carried on by Mrs. Edna Chaffee Noble, for eighteen years with the Chaffee-Noble School of Expression in London. A two-year course is offered. About a hundred and seventy students are enrolled.

Drake University, School of Dramatic Art, Des Moines, Ia., offers a two-year course under direction of Edwin Barlow Evans. About forty students are enrolled each year.

SCHOOLS OF THE HOUSEHOLD ARTS

Boston Y. W. C. A. School of Domestic Science, 40 Berkeley St., Boston, Mass., established in 1888, is one of the oldest of its kind. Thorough instruction is given in domestic arts and sciences, the courses being limited. Two hours of practice are given to one hour of theory. A. Josephine Forehand has been in charge since 1898.

The Garland School of Homemaking, 19 Chestnut St., Boston, Mass., under the management of Mrs. Margaret J. Stannard since 1902, has been peculiarly successful in its aim to dignify the art of homemaking. Mrs. Stannard was long engaged in kindergarten training and has been prominent in the educational life of Boston. The school teaches the household arts, household management, efficiency in buying, food values, interior decoration, good taste in the furnishing of a home, the care of children, and all other essentials preparatory to homemaking. Emphasis is put upon the understanding of underlying principles, rather than upon the actual practice of trivial details.

Worcester Domestic Science School, 156 Institute Road, Worcester, Mass., the outgrowth of the Oread Institute, offers one and two year normal courses in various branches of domestic science. The equivalent of high school work is required for those who wish to teach. Dormitories are provided for girls from a distance. Mrs. F. A. Wethered, formerly with the Oread Institute, is principal.

New York Cooking School, Fourth Ave. & 22d St., New York City, founded in 1876 and incorporated two years later, is managed by a board of prominent New York women and supported by voluntary contributions. Instruction is offered in morning and evening classes, and also in private lessons. There are free evening classes for working girls.

Ethical Culture School, Central Park West & 63d St., New York City, offers a broad two-year normal course in domestic arts to those who have had the equivalent of four years of high school work. The course includes theoretical and practical work in sewing, crafts, and the other usual branches.

The Barnard School of Household Arts, 226 W. 79th St., New York City, is a select private school for girls of Greater New York, under the same general management as the Barnard School for Girls. Instruction is given in cooking, sewing, embroidery, and other finishing courses.

Mrs. Gesine Lemcke's Greater New York Cooking School, 26 W. 94th St., New York City, maintained since 1900

by mother and daughter, gives instruction in cooking by means of classes and private lessons.

Pratt Institute, School of Household Science and Arts, Brooklyn, N.Y., opened in 1887, is the largest department of the Institute. Thorough two-year courses are offered for teachers and also professional and trade courses ranging from three months to one year in length and giving a very practical training. The faculty consists of about forty teachers and is under the supervision of Isabel Ely Lord, the director. There is an attendance of 1,500 students from all parts of the country.

Mechanics Institute, 55 Plymouth Ave., Rochester, N.Y., founded in 1886, maintains a department of household arts under the direction of Miss May D. Benedict. Instruction is given in all branches of domestic arts and sciences, with special work for dietitians and managers of lunch rooms. About one hundred are enrolled each year, nearly half being non-resident.

Drexel Institute, School of Domestic Science and Arts, 32d & Chestnut Sts, Philadelphia, Pa, in its three-year and shorter courses makes the physical sciences, mathematics, and English the foundation of training in the appropriate special subjects.

National School of Domestic Arts and Sciences, Connecticut Ave. & M St, Washington, D.C., an exclusive domestic science finishing school for young ladies, has accommodation for a limited number of boarding pupils. The total enrollment approximates 200. Miss Mary A. Zurhorst is principal.

Hood College, School of Home Economics, Frederick, Md., organized eight years ago, is in charge of Miss Edith M. Thomas. A practical two-year certificate course and a four-year normal course leading to the B.S. degree are offered, candidates for which are required to have had the equivalent of a four-year high school course. At present fifty-four girls are enrolled, coming from nearby states. About two hundred and seventy-five in all have taken this work.

The School of Domestic Arts and Sciences, 177 N. State St., Chicago, Ill., in 1901 took over the practical courses in domestic science of Armour Institute of Technology. Courses for homemakers and nurses are offered; also practical courses in sewing, cooking, nursing, and household administration. Mrs. Lyndon Evans is director.

Technical Normal School of Chicago, 3207 Michigan Boulevard, Chicago, Ill., established in 1910, maintains a department of domestic science offering one and two year courses in all branches of household arts. Nearly all the fifty students are preparing to teach and to that end are given opportunities for practice teaching in the Abraham Lincoln Center School and other social settlements. Miss Annie Thompson, who is in charge of this department, expects to leave the school at the end of the year.

PRIVATE SCHOOLS OF CANADA

THE PRIVATE SCHOOLS OF CANADA

Upper Canada College is a boarding and day school established in 1829 by Lord Seaton and modeled after the great public schools of England. For sixty years the old school buildings were on King Street. In 1891 the college moved to new quarters in Deer Park, a suburb of Toronto, and a new site has recently been secured at Norval. The college is endowed and under the control of a governing board of its alumni. There are six forms, preparing boys for university, honor, and pass matriculation, and for the Royal Military College. Henry W. Auden (M A., Cambridge), formerly master at Fettes College, Edinburgh, has been principal for twelve years. Upwards of three hundred boys are in attendance, who come from every part of Canada, and other countries. In addition there are many day pupils. A cadet rifle corps is maintained There is a preparatory school for boys from nine to thirteen, opened in 1902 in a separate building with its own faculty. J. L. Somerville (B.A., Cambridge) is head master of this school.

St. Andrew's College is a residential and day school founded in 1899 through Presbyterian influence, though it is in no sense sectarian. The school has met with remarkable success and steady growth. In 1905 it moved to new quarters in North Rosedale. The school continued to grow and in 1911 was incorporated with a board of governors, three of whom are elected biennially by the "Old Boys'" Association. The upper and lower schools include nine forms, with preparation for matriculation to any university. The seniors and juniors are organized in cadet corps for military drill. There are about two hundred and fifty boys in attendance and one hundred and fifty in residence, who come from all parts of Canada and the United States. The school has in its history enrolled over one thousand students. Rev. D. Bruce MacDonald (A.M., LL.D., Toronto), head master since 1900, is assisted by a staff of college-trained men.

St. Clement's College for Boys, Eglinton, North Toronto, a day and boarding school, is at the end of the current academic year removing to Brampton, where new buildings are being erected. A Church of England school, it was organized in 1902 by Rev. T. W. Powell, now president of King's College, Windsor, as a co-educational institution. Seven years later St. Clement's School for Girls and Junior Boys was organized and remained on the former site, while the boys' school was

established at Eglinton. A cadet corps is maintained. Instruction is given in six forms leading to matriculation. Rev. A. K. Griffin is principal.

St. Michael's College comprises two distinct departments, —a college for which students must matriculate, and a junior department. It is a Roman Catholic federated college of the University of Toronto.

The Bishop Strachan School, Wykeham Hall, College St. near Yonge St, founded in 1867, is a church school for girls. It is both a boarding and day school, providing instruction from kindergarten to university matriculation with special work in domestic arts, music, and painting. There is a junior department, temporarily at 423 Avenue Road, to which boys under eight are admitted. Miss Walsh (B.A., Dublin) is principal of both schools.

Branksome Hall, 10 Elm Ave, Rosedale, incorporated in 1903, is a large day and residential school for girls About forty are accommodated in the school residence and there is a day school of about two hundred. The principal, Miss Edith M. Read, is assisted by a strong faculty, a number of whom have had European training. Much is made of the matriculation course. Music, art, and domestic science are also provided.

Glen Mawr, Spadina Ave., incorporated in 1912, is a residential and day school for girls conducted by Miss J. J. Stuart who studied for some years at Cambridge, England. Preparation is given for matriculation examinations and there is more elementary work for younger students Arrangements are made during the summer for a European Travel Class.

Havergal College, 350 Jarvis St, was founded in 1894 as a school for girls which should combine the best methods of English and Canadian instruction. Miss Knox (Cambridge and Oxford), the principal, is assisted by a faculty composed of Canadian and English mistresses, largely foreign university trained. A homelike atmosphere is cultivated and the girls are given careful supervision The success of the school soon resulted in its outgrowing the original quarters. It now consists of a larger school on Jarvis Street, with a separate junior school and a smaller school, Havergal-on-the-Hill, on College Heights, two and a half miles from the main school. In addition to provision for university matriculation there is an advanced class for second year university work. The music instruction is especially thorough and the work of the art department is modeled on that of similar schools in England. There is an enrollment of about two hundred and fifty pupils in the day school and accommodations for about one hundred resident pupils who come from wide-spread regions.

Loretta Abbey has a large convent school under Roman Catholic control.

Moulton College for Girls, 34 Bloor St., East, is an academic department of McMaster University, which controls its faculty and policy. It was founded in 1888 by Mrs. McMaster in the residence of the late Senator McMaster and is now conducted by Harriett Stratton Ellis. The upper school offers four-year matriculation courses and has an enrollment of about ninety, chiefly boarding pupils from all parts of Canada. The junior school consists of two forms preparatory to the upper school, with thirty-five girls in attendance.

St. Margaret's College, 144 Bloor St., East, founded by the late George Dickson, former principal of Upper Canada College, is a boarding and day school for girls. The upper school prepares for university matriculation. The lower and middle schools provide for younger pupils. Miss J. E. MacDonald (Univ. of Toronto) is principal.

Westbourne School for Girls, 278 Bloor St., West, incorporated in 1901, is a residential and day school with boarding accommodation for about thirty girls. It is affiliated with the Toronto Conservatory of Music and offers instruction in art and elocution as well as junior matriculation pass and honors into the universities. Miss Margery Curlette, the principal, a graduate of Trinity College, and the University of Toronto, has had a varied educational experience in "ladies' schools."

Westminster College, opposite Queen's Park, Bloor St., West, is a residential and day school for girls. There is an enrollment of nearly ninety girls who come chiefly from Toronto with a considerable number from western Canada. There is a junior day school for little girls. General and cultural courses are offered. Mrs. A. R. Gregory is the principal.

College and Academy of St. Joseph, near Queen's Park, in the vicinity of the University of Toronto, conducted since 1854 by the Sisters of the Order of St. Joseph, a teaching order founded in France in 1650, is one of the largest convent schools in Canada, annually enrolling about five hundred not only from Toronto but from all parts of the United States and South America. Instruction is offered in all grades, including primary, academic, and commercial courses, as well as a four-year college course. It is affiliated with the University of Toronto through the Federated College of St. Michael.

St. Clement's School for Girls and Junior Boys, Eglinton, North Toronto, was opened in 1909 when St. Clement's College for Boys was removed from the co-educational school to its present site. It is a Church of England school.

Toronto Conservatory of Music, College St. & University Ave., established in 1887 by the late Dr. Edward Fisher, is the pioneer institution of its kind in Canada. Its rapid growth led to the purchase ten years later of the present site and the erection of the buildings now used, which include a residence for a limited number of pupils. There is a strong faculty of about one

hundred and twenty, including many foreign-trained instructors. Practical and theoretical music are taught, as well as languages and elocution; theory can be studied by correspondence if desired. Departments of the piano, organ, violin, voice, orchestral instruments; schools of expression; and a conservatory orchestra are maintained. Preparatory work for children is given and there is a normal course for teachers. Dr. A. S. Vogt, for years a member of the staff, became musical director in 1913.

Toronto College of Music, Ltd., 12 Pembroke St., was established by its present director, Dr. F. H. Torrington, in 1888 and incorporated in 1890. Practical and theoretical music are taught, with emphasis on courses in theory and in kindergarten music for both teachers and children. Degrees are given in affiliation with the University of Toronto. There is a strong faculty of about seventy experienced teachers and the college enrolls over a thousand students from all parts of Canada. Dr. Torrington, who has been conducting the music festivals of Toronto for several years, is held in high esteem by the Toronto people.

The Canadian Academy of Music, Ltd., 12 Spadina Rd., is maintained by Peter C. Kennedy, the director. There are about fifty in the faculty and courses are offered in practical and theoretical music with normal work for piano teachers in connection with the department for children. About one thousand students are enrolled.

Hambourg Conservatory of Music, Sherbourne & Wellesley Sts., has been maintained since 1911 by Michael Hambourg, with his two sons, Jan, the violinist, and Boris, the 'cellist. Another son, Mark Hambourg, is a well-known pianist. Professor Hambourg has been director of the Moscow Imperial Conservatory and from 1890 to 1910 was engaged in teaching in London. The growth of the school necessitated removal in 1913. Courses are offered in all branches of music, the instrumental work being especially strong. A residence is provided for women students. About eight hundred are enrolled.

Ontario Ladies' College, at Whitby, twenty-eight miles east of Toronto, is a Methodist school which has been conducted by Rev. J. J. Hare, since its incorporation in 1874. Literary work is emphasized, the faculty having seven university graduates on its literary staff, and cultural courses are also provided. Practical and theoretical work is offered in the music department, which is known as the Ontario Conservatory of Music and is in charge of G. D. Atkinson. A normal course is given in physical training. The school is residential, though there are a few day pupils, the enrollment being about one hundred and seventy-five.

Bishop Bethune College, at Oshawa, incorporated in 1889, has been conducted since 1893 by the Sisters of St. John the Divine as a church school mainly for little girls. Instruction

is given from primary to college matriculation. Outdoor sports are encouraged and all students are required to join the physical culture classes. Of the sixty enrolled some come from the United States.

Pickering College, New Market, thirty-three miles north of Toronto, is a co-educational boarding and day school maintained since 1842 by the Society of Friends. Incorporated in 1848 the school has moved several times and was for thirty years at the village of Pickering until it was destroyed by fire in 1906. It was then rebuilt through the liberality of friends on the present site. Six forms lead to university matriculation and instruction is also offered in art, music, and commercial subjects. The one hundred and twenty boys and girls come from all parts of Canada.

St. Mary's Academy, Windsor, a Catholic school for girls, with largely resident patronage, offers instruction in preparatory and collegiate departments.

Alma College, St. Thomas, established in 1881, is an endowed Methodist boarding and day school affiliated with the University of Toronto. Over five thousand pupils have been enrolled in the school's history, many of whom have become missionaries, and there have been five hundred and thirty graduates since 1893. A junior department for girls over ten years of age prepares for high school entrance. Mr. Robert I. Warner is principal.

Woodstock College, Woodstock, is an academic department of McMaster University, supported by the Baptist Church. Founded in 1857 by Dr. R. A. Fyfe, it was co-educational until the establishment of Moulton College It is now a residential school for boys and young men, with a four-year course consisting of arts and science matriculation with a three-year manual training course, and one-year preparatory work. There are one hundred and forty boys in attendance, nearly all in residence. Archibald T. MacNeil has been principal for six years.

St. Jerome's College, Berlin, is a boarding and day school for boys over thirteen, founded in 1864 by Louis E. Funcken and incorporated in 1866. Conducted by the Fathers of the Congregation of the Resurrection, it is a prosperous school and through the generosity of its friends the buildings have been added to, especially after a destructive fire in 1908. It offers a preparatory course for boys of twelve, a four-year high school course, commercial work, and a three-year college course. The faculty consists of American and European university-trained men. Of the one hundred and sixty pupils enrolled, about forty come from the United States. Rev. A. L. Zinger is president.

Berlin Conservatory of Music, 55 Foundry St., North, Berlin, was established two years ago by its present musical director, George H. Ziegler. Instruction is given in all branches of practical and theoretical music. A vocal kindergarten for children, two orchestras, and a mixed chorus are maintained. There is an enrollment of approximately four hundred students.

Highfield School, Inc., Hamilton, was established in 1901. A specialty is made of preparation for the Royal Military College. About one hundred boys are enrolled, including twenty boarders. J. H. Collison, the head master, has had a long teaching experience.

The Hamilton Conservatory of Music, 126 James St., South, Hamilton, instituted in 1897, is in charge of Bruce A. Carey, J. E. P Aldous, and W. H. Hewlett, assisted by a staff of forty teachers. The institution is in affiliation with the University of Toronto and follows the curriculum laid down by it. There are about seven hundred and twenty-five students enrolled.

London Conservatory of Music, London, opened in 1891 by W. Caven Barron, is now conducted by F. Linforth Willgoose. It has an attendance of over five hundred.

Lake Lodge School, at Grimsby on the south shore of Lake Ontario, is a small college preparatory school for young boys. Established in 1896, it has prepared forty-seven boys for various public examinations. In 1911 thirty boys were enrolled, chiefly from Ontario. Mr. W. J Drope (M.A., Univ. of Toronto) is principal.

Ridley College, St. Catharine's, thirty miles from Toronto, established in 1889, is an incorporated residential church school for boys, preparing for matriculation. There is an upper school of four forms accommodating seventy-five boarders and fifty day pupils, and a separate lower school for forty-five boys all under fourteen. Military drill is compulsory. Rev. J. O. Miller is principal.

Appleby School, Oakville, founded by Sir Edmund Walker in 1911, on the shore of Lake Ontario between Toronto and Hamilton, is a well-equipped boarding and day school for boys over nine years of age, pupils being admitted for entrance only between the ages of nine and fourteen. There is an enrollment of over fifty, nearly all boarders. The school prepares for university matriculation and entrance to the Royal Military College, and limits its classes to fifteen boys. J. S. H. Guest (Cambridge) is head master.

Hill Croft School, Bobcaygeon, three hours' journey from Toronto, is a residential and day school preparing young boys for the senior boarding schools. Mr. W. T. Comber, a graduate of both Oxford and Toronto universities, the head master, has had twenty-one years of experience with young boys.

Trinity College School, at Port Hope, overlooking Lake Ontario, opened in 1865 and located in its present site since 1868, is this year celebrating its Jubilee. From 1870 until 1900 the school prospered and grew in public esteem, being in charge of Rev. C. J. S. Bethune. It is a residential school under Anglican influences and in close relation with Trinity College, Toronto. It is conducted along the general lines of the great public schools

of England, the six forms preparing boys for university matriculation and the Royal Military and Naval Colleges. The one hundred boys in attendance come from all parts of Canada. A cadet corps is maintained. Rev. F. Graham Orchard (M.A., Cambridge) has been head master for two years.

Lakefield Preparatory School, Ltd., at Lakefield, among the woods and lakes of the North, was established in 1879 and is a boarding school admitting forty boys between seven and thirteen. There are four forms, the fourth carrying the boys to within one year of matriculation A cadet corps is maintained. Rev. A. W. Mackenzie (M.A., Trinity College, Toronto) has been head master since 1896. The enrollment includes boys from all parts of Canada and also from the United States.

St. Agnes' School, Elmpool, Belleville, is a church boarding and day school established in 1903 for the elementary and higher education of girls. The course of study consists of six forms, with preparation for matriculation. Miss Carroll, the principal, has had much experience in educational work. The usual courses are offered in music, art, and elocution.

St. Alban's, Brockville, on the St. Lawrence River, a boys' boarding school established by Rev. Charles Boulden at Berthier, P.Q , removed to Brockville in 1900, and is now under the supervision of A. G. M. Mainwaring (Trinity College, Cambridge). Only boys between eight and fifteen years of age are accepted and the lower and the upper schools are kept separate. Special preparation is given for the Royal Military College.

Ashbury College, Rockcliff Park, Ottawa, is a boarding school for boys, established in 1891. In 1900 the school was incorporated and the bonds and shares are now widely held. There is an upper and lower school, with a total attendance of ninety, about half of them boarders. Special attention is given to preparation for the Royal Military College and university matriculation. All students, unless medically excused, belong to the cadet corps and receive drill and elementary field training. Rev. G. P. Wollcombe (Oxford) has been head master since 1891.

Ottawa Ladies' College, established in 1869, is a collegiate school for both boarding and day pupils, conducted under the auspices of the Presbyterian Church. The curriculum furnishes a general academic course, with special courses of one or more years, and instruction also in music, elocution, art, domestic science, and commercial branches. Rev. J. W. Milne, D.D., is president. The graduates since 1900 are organized in the Twentieth Century Alumnæ Association.

L'Academie de Brisay, 414 Bank St., Ottawa, conducted by Charles T. de Brisay, is a school of languages which gives instruction in classes or by correspondence.

Ottawa University, Ottawa, a Roman Catholic institution in charge of the Oblate Fathers of Mary Immaculate, offers

instruction from elementary through collegiate grades. There is a three-year collegiate course preparing for the college course One hundred and ninety students are enrolled who come largely from Canada, particularly Ottawa, with a few from the United States and other countries.

The Canadian Conservatory of Music, Ltd., Bay & Slater Sts, Ottawa, incorporated in 1902, is in charge of Mr H. Puddicombe, musical director. Students of all degrees of proficiency are received and instruction is given in all branches of instrumental and vocal music in graded courses, with thorough work in theory. The five hundred students come from Ottawa and all parts of Canada.

Lower Canada College, Montreal, is a boarding and day school for two hundred and forty boys from eight to eighteen years of age with preparatory, junior, and senior departments, preparing for matriculation and Royal Military College. A cadet corps is maintained for boys over twelve years of age. C. S Fosberry (Trinity College, Dublin) is principal.

Loyola College, Montreal, incorporated in 1899, is a boarding and day school for boys, conducted by the Jesuit Fathers. It has a four-year high school and a four-year collegiate course leading to the degree of B.A Of the two hundred and fifty pupils a number come from the United States There have been about sixty-five graduates. The Rev. Thomas J. MacMahon is rector.

Trafalgar Institute, 83 Simpson St., Montreal, a school for girls in affiliation with McGill University, is conducted by Miss Charlotte G. Hardy (M A, Cambridge) assisted by a staff of English and Canadian teachers. The school has a collegiate course and also a preparatory department for girls under thirteen. A limited number are received in residence.

Miss Edgar's School for Girls, Gey St., Montreal, is a small exclusive school patronized by the leading families of the city.

Villa Maria Convent, Montreal, under the direction of the Sisters of the Congregation of Notre Dame, is a boarding school where young ladies from all parts of Canada acquire a working knowledge of French, the language of the institution. It is distinctly Roman Catholic in every way. Primary, grammar, and academic instruction are given, with various other subjects as extras.

Mt. St. Louis Institute, Montreal, is a large Roman Catholic institution for boys, giving commercial and scientific instruction to about six hundred students.

Convent of the Sacred Heart, Sault-au-Recollet, established sixty years ago, has an enrollment of about one hundred girls, no day pupils being accepted. The usual course of instruction is given, from primary to matriculation.

St. Helen's School for Girls, Dunham, sixty miles southeast of Montreal, established in 1875 and known until 1913 as Dunham Ladies' College, is a Church school which provides instruction for girls of all ages. There is an enrollment of forty girls, mostly boarders. Miss W. M. Wade (M.A., Toronto) is principal.

Stanstead Wesleyan College, Stanstead, established and incorporated in 1872, is a co-educational boarding and day school in affiliation with McGill University. George J. Trueman (M.A., Mt. Allison) is principal. Three hundred and twenty students are enrolled, one hundred and forty of whom are boarders. Annexed to the college are three branches: the Holmes Model School, which follows the course of instruction laid down by the Protestant Committee of Public Instruction; the Eastern Townships College of Music, which is affiliated with the Toronto College of Music and follows the Toronto courses; and Bugbee Business College, which gives complete business courses. There is a cadet corps and a troop of Boy Scouts. The college owns two hundred acres of land and has an endowment of $125,000.

Bishop's College School, Lennoxville, in the southeastern part of Quebec, between Portland and Montreal, was established in 1842 on the lines of the great English public schools for boys, modified to meet Canadian requirements. In its seventy years of existence the school has graduated a large body of alumni who have become prominent in the life of the Dominion. The school is rich in traditions and there are many prizes and scholarships for both academic and athletic excellence. The school early recognized the value of athletics and its cadet corps is historic. The organization comprises an upper school and a preparatory department covering eight years of school work. J. Tyson Williams, the head master since 1910 (B.A., Cambridge), has had long experience in English schools. There are about eighty boys in attendance, who come from eastern Canada and the United States. A great many Americans have been educated at the school and there are about one hundred and fifty "Old Boys" in New York City, as well as a large number in various other centers.

High School of Quebec, Quebec, is an incorporated university preparatory day school for boys, established in 1842. It offers classical preparatory, scientific preparatory, and commercial courses. There are about ninety pupils enrolled, including a small number of little boys in the preparatory class. F. T. Handsombody, the principal, was until 1914 head master at King's College School in Windsor, and succeeded the late T. Ainslie Young.

Ursuline Convent of Quebec, Quebec, was founded in 1639 by an Ursuline nun of Tours. The first pupils were little Indian girls and children of French settlers but as the English came into Canada it became necessary to add instruction in English sub-

jects and in 1830 the two languages were placed on the same footing. Buildings have been added till they now number twelve. There are six grades of instruction, beginning with primary work and a two-year course in literature. Domestic economy and calisthenics are features There is an enrollment of about six hundred pupils, about one-third of whom are boarding pupils.

Rothesay Collegiate School, Rothesay, nine miles from St. John, is a boarding school for boys established in 1877 by Mr. William Thompson, who conducted the school for a time co-educationally until 1891. In 1892 the school moved into larger quarters; in 1908 it was formally taken over by the Synod of the Diocese of Fredericton and Rev. W. R. Hibbard was appointed head master. The school has five forms and prepares for matriculation, admitting boys from ten years up. There are over seventy boys in attendance, chiefly from New Brunswick, with a few from outside Canada There is an "Old Boys'" Association.

The Rothesay School for Girls, Netherwood, Rothesay, opened in 1892 as an undenominational home school, providing for the girls who had until that time been received in Rothesay Collegiate School. The school admits only those who take the full course. Girls are received between the ages of eight and eighteen, many of them remaining five or six years. The strong faculty and the small number of girls make possible small classes and careful supervision. The forty girls come mostly from New Brunswick. Miss Susan Ganong (A.B , Smith) is the principal.

Mt. Allison Academy and Mt. Allison Commercial College, Sackville, is a Methodist boarding and day school for boys, organized in 1843. Instruction is given in all grades from elementary to matriculation, including a business course and a manual training course. The Alumni Association offers two scholarships. Boys from out of town are expected to live at the academy. The majority of the one hundred and eighty students are from the Maritime Provinces and Newfoundland. James M. Palmer, who has had a long teaching experience, has been principal for twenty years.

Mt. Allison Ladies' College, Sackville, founded in 1854, is an endowed boarding school established and controlled by the same body as the foregoing school for boys. Over four hundred girls are in attendance, largely from New Brunswick and Nova Scotia but including some from other countries. Instruction is offered in all grades from primary to university matriculation with cultural courses. The Conservatory of Music and the Art School have separate staffs and buildings. The Alumnæ Association organized in 1871 has two hundred and eighty life members.

Mount St. Vincent Academy, Halifax, occupying a beautiful site overlooking the harbor, is conducted by the Sisters of Charity. Instruction is offered in primary, preparatory, and senior grades. There are one hundred and twenty girls enrolled and more than ten per cent come from the United States and Cuba.

Halifax Ladies' College, Halifax, established in 1887, is affiliated with Dalhousie University. Instruction is given from kindergarten to college preparation, with especially good courses in the Conservatory of Music. The Alumnæ Society takes an active interest in the school. About five hundred girls are enrolled, mostly from eastern Canada. Rev. Robert Laing is president.

King's College School, Windsor, until 1914 known as the Collegiate School, is the oldest residential school for boys in Canada. It was established in 1788 and since that time has occupied the same buildings. The school has been a great influence in the life of the eastern provinces and Newfoundland and has received many pupils from the United States and the West Indies. More than three thousand students have been trained within its walls, many of these having entered college. The school is under the direction of the board of governors of King's College. The course, proceeding from elementary work, prepares for the universities and the Royal Military and Naval Colleges. Nearly all of the seventy boys are in residence. The "Old Boys'" Association, organized in 1909, takes an active interest in the school. Mr. F. T. Handsombody was succeeded in 1914 by the present principal, Rev. W. Wallace Judd (B.A., Trinity College, Toronto), late house master at Ridley College.

Church School for Girls, Ltd., at Windsor, popularly known as "Edgehill," is a boarding and day school for girls established in 1891. The school has grown rapidly, necessitating the construction of several additional buildings. There are five forms, giving instruction from preparatory to college matriculation, with courses in domestic science. The eighty-five pupils come from all parts of Canada. Miss Gena Smith (Cambridge), late of King's Hall, Compton, is the principal.

Acadia Collegiate and Business Academy, Wolfville, a Baptist residential school for boys, established in 1829, was known until 1910 as Horton Academy. It is now under control of the board of governors of Acadia University. In February, 1915, the residence was burned and the plan is to rebuild in stone. A three-year collegiate course is given for those who wish to enter college or technical schools; also a general course and manual training work. Of the one hundred and fifty students enrolled the majority come from the Maritime Provinces, with a few from the United States Rev. W. L Archibald (A.M., Chicago) has been principal since 1910.

Acadia Ladies' Seminary, Wolfville, a boarding school for girls and young women, was founded in 1879, and, in affiliation with Acadia University, is under the same governors as Acadia Collegiate Academy. It has three departments,—academic, fine arts, and practical arts, including domestic science and commercial work. Of the three hundred pupils about two-fifths are boarders and the majority come from the Maritime Provinces. Rev. Henry T. De Wolfe, D.D., is principal. The four hundred alumnæ have been organized in an association since 1892.

St. Boniface College, across the river from Winnipeg, at St. Boniface, Man., is a Jesuit boarding and day school for boys, established in 1818 in a small hut by Father Provencher, afterwards first bishop of St. Boniface. The four hundred pupils come mostly from western Canada. The school is affiliated with the University of Manitoba and instruction is given from grammar grades to college. The alumnæ are organized in an association.

St. John's College, Winnipeg, Man., one of the oldest boys' schools in western Canada, is under the direction of the Anglican Church in Canada. Rev. Curron Murray is the head of the school.

Wesley College, Winnipeg, Man., incorporated in 1877, is a Methodist institution for boys, affiliated with the University of Manitoba. It maintains a preparatory school in addition to its collegiate work. Rev. A. Stewart is acting principal.

Brandon College, Brandon, Man., organized in 1899, is a co-educational Baptist college affiliated with McMaster University. It gives a three-year high school course leading to matriculation. About half the hundred pupils enrolled in the academic department are girls, most of them in residence. The majority come from western Canada, with a few from the United States. Mr. Everton A. Miller (M.A., McMaster) is principal of the academy.

Regina College, Regina, Sask., is a co-educational boarding and day school established in 1911 to meet the peculiar needs of the young men and women of this new region. It is controlled by a board of governors made up of leading citizens of the province. The academic department leads to matriculation or a teacher's certificate, and instruction is also given in the preparatory department, and in art, expression, music, business, and domestic science. The three hundred boys and girls come chiefly from Saskatchewan. Twenty-one matriculated in 1913. The principal, Rev. Robert Milliken (Wesleyan), is assisted by seventeen well-trained teachers.

St. Alban's College, Prince Albert, Sask., an Anglican Church day and residential school for girls, gives instruction from kindergarten to college matriculation. The Rt. Rev. Lord Bishop of Saskatchewan is president and in 1914 Miss A. F. Ryan, late principal, was superseded by Miss Janet Virtue.

Moose Jaw College, Moose Jaw, Sask., in its second year, is a Presbyterian secondary school for boys from Saskatchewan. Instruction is offered in academic and commercial subjects and music. Rev. Dr. A. A. Graham (McGill and Presbyterian College, Montreal) is at the head of a capable body of teachers.

Alberta College North, Edmonton, Alberta, a co-educational day and boarding school, founded in 1903, offers instruction in music, art, and expression, as well as commercial and academic courses. About five hundred are enrolled in the various departments.

Mt. Royal College, Calgary, Alberta, a Methodist co-educational school established in 1911, maintains a preparatory department with instruction in music and commercial subjects as well as academic work. About two hundred and forty were enrolled last year. Rev. G. W. Kerby is president.

The Collegiate School, Victoria, B.C., now in its thirty-first year, is the oldest private school in British Columbia. It is an Episcopal preparatory school for boys from seven years to seventeen. A. D. Muskett has been principal for five years. About seventy-five boys are enrolled, twenty of whom are boarders.

St. Margaret's School, Victoria, B C., a day and boarding school, was established in 1909 for the daughters of gentlepeople. An English-trained faculty offers instruction from kindergarten to preparation for university matriculation.

St. George's School, Victoria, B.C., is a day and boarding school accommodating about one hundred girls. The course of instruction prepares for high school examinations and McGill matriculation, the art department being emphasized. The faculty are nearly all English.

The University School, Victoria, B.C., a boys' school for boarders and day pupils formed by the union of two earlier schools, prepares for Canadian and American universities. Military instruction is given. The boys come from western Canada, Alaska, and the Pacific Coast.

Columbian College, New Westminster, B.C., established twenty-five years ago under the Methodist Church in Canada, has courses in secondary and commercial subjects, music, and art. The pupils are drawn mostly from the province. Rev. Dr. A. M. Sanford has been in charge for the past two years.

SUMMER CAMPS

HISTORICAL SKETCH

OF THE SUMMER CAMP

Each spring announcements of Summer Camps for both boys and girls become increasingly conspicuous in the magazines and newspapers. A decade ago it was still comparatively unusual for a boy to spend his summer at a boys' camp. Today, it is the customary thing, and as the days of the school year approach an end the question of "What camp?" arises in almost every family.

A list of these camps reads almost like a catalog of localities famous for their healthfulness or scenic beauty. They cluster thickly about the Maine lakes and the lakes of central New Hampshire. There is a sprinkling of salt-water camps along the Maine coast and in the Cape Cod region. The beauties of the upper Connecticut have attracted a considerable group, whence others straggle through the Green Mountains of Vermont to the shores of Lake Champlain and the Adirondacks. A thin line of them through the Berkshires continues interruptedly through the Pocono and the Blue Ridge Mountains. They are springing up rapidly along the shores of the Great Lakes and in the lake region of Wisconsin, while an ever increasing number is to be found scattered through the Rockies from Wyoming to Arizona, and in the Sierras.

Today there are more than three hundred of these summer camps, ninety per cent of which are in New England and seventy-five per cent in and about the foothills of the White Mountains in Maine, New Hampshire, and Vermont.

The camping instinct is primitive and there have always been times when boys camped with adults, but this summer camp movement is a wholly new departure. Its development has been coincident with the "back to the country" movement out of which, too, has grown the Country Day School and the "New School" movement of England and the Continent, which is now becoming naturalized in America. The "Boy Scouts" and the "Camp Fire Girls" are an outgrowth of the same social conditions. The summer camp marks, too, a turning back toward the sturdier training of our forbears under more primitive conditions on the farm or the frontier.

But it is more than this,—more than a protest,—more than a reversion. It is a distinctive educational movement. As worked out by its best exponents the summer camp is one of the most notable achievements of America in educational prog-

ress. But not every summer camp, so called, is worthy of such commendation. Some are avowedly recreative, some are mere commercial enterprises, but many are actuated by the highest purpose.

The organized summer camp as we understand it today had its beginnings in the eighties, and its genesis as an institution must be ascribed to Ernest Balch. In a personal letter, he writes, "I first thought of the boys' camp as an institution in 1880. The miserable condition of boys belonging to well-to-do families in summer hotels, considered from the point of view of their right development, set me to looking for a substitute. That year and 1881 I had thought out the main lines of a boys' camp. That year, also, with two boys I made a short camping trip to Big Asquam. In 1881 I occupied and bought Chocorua Island." Camp Chocorua, thus started, was the first boys' summer camp and was continued by Mr. Balch until 1889.

Through correspondence with Mr. Balch, the Rev. Mr Nichols, inspired with this same idea, opened a camp for boys in 1882 at Stow, Mass., which he called Camp Harvard. This camp was later taken over by Dr. Winthrop T. Talbot, a son of Dr. J. T. Talbot, then Dean of the Boston University Medical School, who, in 1884, moved the camp to Lake Asquam, where it was afterwards known as Camp Asquam. Although Mr. Balch and Dr. Talbot had frequent conferences, they worked out their ideas on independent lines.

Dr. Talbot's camp was eminently successful and was continued for many years until his failing health necessitated his abandonment of it. As a result of his work here and the methods he developed, some of the assistants trained by him early established camps which attained success and celebrity. Camp Pasquaney, one of the most successful camps today, was in 1895 established by Dr. Edward S. Wilson, who had received his inspiration and training in camp work under Dr. Talbot Sherwood Forest Camp on Little Squam Lake was a rather disloyal offshoot of Dr. Talbot's camp. Established in 1903 by Dr. Shubmell it was popular for a considerable period, but has now passed.

The oldest organized camp existing today is Camp Dudley, which was established by the late Sumner F. Dudley in 1885 at Westport on Lake Champlain, where it has continued ever since under the management of the State Executive Committee of the New York Y. M. C. A. Mr. Dudley had perhaps heard of these earlier camps on Lake Asquam and even before 1885 had camped with boys on Lake Wawayonda, New Jersey. In 1886 Mr. Edwin DeMeritte, then connected with the Chauncy Hall School of Boston, opened his Camp Algonquin on Lake Asquam, which he still continues on the same site.

The summer camp idea at first met with slow response except from a few enthusiasts. It received, however, the hearty approval of General Armstrong and Mr. Frissell of the Hampton School, the former visiting Camp Chocorua and writing some accounts of it. He was the first who saw the greater possibilities

of this summer camp idea. An article which appeared in *St. Nicholas Magazine* about 1887 did something to popularize the idea. *McClure's Magazine* in 1894 contained a fuller article on the summer camp, prepared by Ernest Balch with the assistance of his brother, and from that time on the summer camps multiplied rapidly.

Mr John M. Dick, who for twenty-three years has maintained Camp Idlewild on an island in Lake Winnepesaukee, became interested in camps in the early nineties, at first in connection with a Y. M. C. A. camp at Plympton, Mass. Mr. E. S. Gregg Clarke, who now conducts the Keewaydin Camps in Canada, was also early in the field, establishing Camp Kahkou on the Allagash in Maine as early as 1892. Dr. Roland J. Mulford, now head master of the Ridgefield School, in 1895 started Camp Choconut in the mountains of northern Pennsylvania, which has since been continuously successful. Dr. C. Hanford Henderson, now well known as an author and educator, established in 1898 Camp Marienfeld at Chesham, N.H., which still flourishes. Two years before he had a camp for boys in the upper valley of the Delaware. Dr. Henderson has been good enough to write extendedly of the camp situation as it then was for this book.

"At that time," he writes, "I did not know of any similar example elsewhere and fancied myself a veritable pioneer. One cannot speak positively, but in 1896 I think that at most there could not have been more than half a dozen of us, and I imagine that each man, like myself, fancied that he was breaking virgin ground. What was the motive for such a unique movement? I cannot speak for the others, but I suspect that their motives were equally as simple as my own. I was the young head master of a high school, and quite eaten up with pedagogical enthusiasm. I noticed that my boys came back to me in the autumn—the more well-to-do of them, at any rate—a little browner and somewhat more robust for the summer's outing, but in mentality and sometimes in morals not quite up to the achievements of June. In a word, they had slipped back. This was partly due to the aimlessness of the summer, and partly, in the case of rich boys whose fathers owned large and somewhat isolated estates, to the fact that the boys had been reduced to the company of stablemen and other servants, and had not been breathing the tonic air of social requirement. It seemed to me a boyish tragedy to be climbing the slow and arduous path of human attainment during perhaps nine months of the year, and then to slip back somewhat more rapidly during the remaining three months! So my own motive in starting a boys' camp was exceedingly simple,—it was to save the boys from slipping backward.

"This negative work of saving a boy's summer would be ample justification for all summer camps, but it falls far below the extraordinary possibilities of the situation. Every earnest adventure of the spirit brings one vastly more than one consciously starts out for, and it was so in this adventure of the summer camp. It speedily flashed upon us all that in the sum-

mer camp we had a novel and magnificent educational opportunity. Here were several dozen boys detached from the conventional atmosphere of city and suburban homes, and brought together in the simple bigness of the great open. Here was a group of young college men, clean, erect, unspoiled, bubbling over with ideals and enthusiasms, and for the moment free to be themselves. It was the material and setting for the creation of a New World!

"Quite unexpectedly we stood face to face with an immense opportunity,—the chance to weave the days into a larger pattern, and to draw the outline of a new and more self-reliant type of boy. As a result of this realization, the daily program transformed itself. The emphasis slipped away from the more formal studies of the curriculum over to the directed occupations,—to music, drawing, manual training, nature expeditions, gymnastics.

"It was not simply what a boy *knew*,—it was even more what he *was* and what he would *do*. And the moral test became equally practical and intimate,—was a boy a good comrade; did he do his share willingly and thoroughly; could he be depended upon, day by day, as well as in an emergency; was he a gracious and welcome member of the group? It is an illuminating experience to camp out with anyone, just as it is to cross the ocean with him. Boys accustomed to having everything done for them are suddenly called upon to do things for themselves; accustomed to having pretty much their own way they are suddenly balked by the somewhat imperative demands of the group. Life at a summer camp discovers the real stuff of which a boy is made; and often it reverses the judgment of the home. Boys accounted models at home,—models in the eyes of their mothers and maiden aunts, models perhaps because nothing is asked of them, often show themselves in the more exacting atmosphere of a summer camp to be essentially poor creatures,—selfish, petty, inconsiderate,—while original boys, troublesome in the atmosphere of a too narrow home, prove in a camp to be the fundamentally good boys, the genuine sort of fellows who can be depended upon. It is an education in social virtue to live in a summer camp, for the test is the world-test of a man's relation to his fellows."

But there are camps and camps and it would be far too much to claim that all are actuated by any such high ideals. Many of these camps have no more serious purpose than the making of summer wages for their proprietors. Others in their desire to be popular have degenerated into mere summer boarding-houses for boys. Some are avowedly recreation camps with no higher purpose than to give the boys "a good time," accepting the boy's own standard of what constitutes a good time. Some are known as athletic camps and make a specialty of competitive athletics, attracting boys by athletic "stars" who are engaged for the staff.

Aside from the Y. M. C. A. camps practically all are the private property of their directors and reflect the individual

character of the men who own and control them. What the master is, the camp is,—broad and inspiring, or narrow and petty and sordid. Between these two major types, the educational camp and the recreation camp, there is a varied array given over to special ends,—tutoring, civil engineering, physical culture, art, dramatics,—these are in effect summer schools conducted in the open. Then there are sectarian camps. Some of the best equipped and most efficiently organized are under Jewish management with Jewish clientele. There are excellent camps in which the clientele is drawn from Roman Catholic families or from Christian Science families.

Boys' camps had become generally popular long before anyone was bold enough to suggest that what was good for boys might be equally good for their sisters. Dr. and Mrs. Luther H. Gulick as early as 1888 had a camp on the Thames River, Connecticut, for their own daughters and as they grew up other girls were invited to join them on a paying basis. This Camp Gulick, with an interruption of only two years, was continued by them until in 1910 they established in Maine Camp Sebago-Wohelo.

It was in 1902 that Mr. C. E. Cobb, a Providence school teacher, started a small camp for girls on Highland Lake, Bridgton, Me In spite of discouraging conditions, he and his good wife kept on and have now built up a group of highly successful camps for girls of all ages which are patronized by hundreds every summer and to which they, with a staff of assistants, devote their whole time. The example of Mr. and Mrs. Cobb was followed in succeeding years by others. In 1905 Mr. and Mrs. Edward L. Gulick opened Camp Aloha on Lake Fairlee, Vt. Their success has been such that they now have three camps in that region. In the same year Mrs. Hassan established Pasquaney Nature Club for Girls on Newfound Lake, and Eagle Point Camp was opened at Rumney, N.H. Since that time they have multiplied rapidly, until today they are almost as numerous as the camps for boys.

The girls' camps do not show as many distinct types as the camps for boys, and still the spirit of each camp is as diverse as the personalities that direct them. In general their purpose, perhaps, is not so serious. Recreation, good times, the making of the camp popular so as to insure continuous patronage is frequently the chief aim. Some of the camps, however, are actuated by higher ideals and loftier purposes. The life in the girls' camp differs only slightly from that of the camp for boys. They play baseball and have athletic meets, though they are not taken so intensely. Tennis and basket-ball are always popular and so of course are all sorts of water sports. Generally there is some real camping out, hikes of several days or more, during which they sleep in the open. The teaching of handicrafts and domestic arts has been introduced in most of the camps.

Perhaps the greatest single contribution that has been made to the methods of girls' camps was supplied by Mrs. Luther

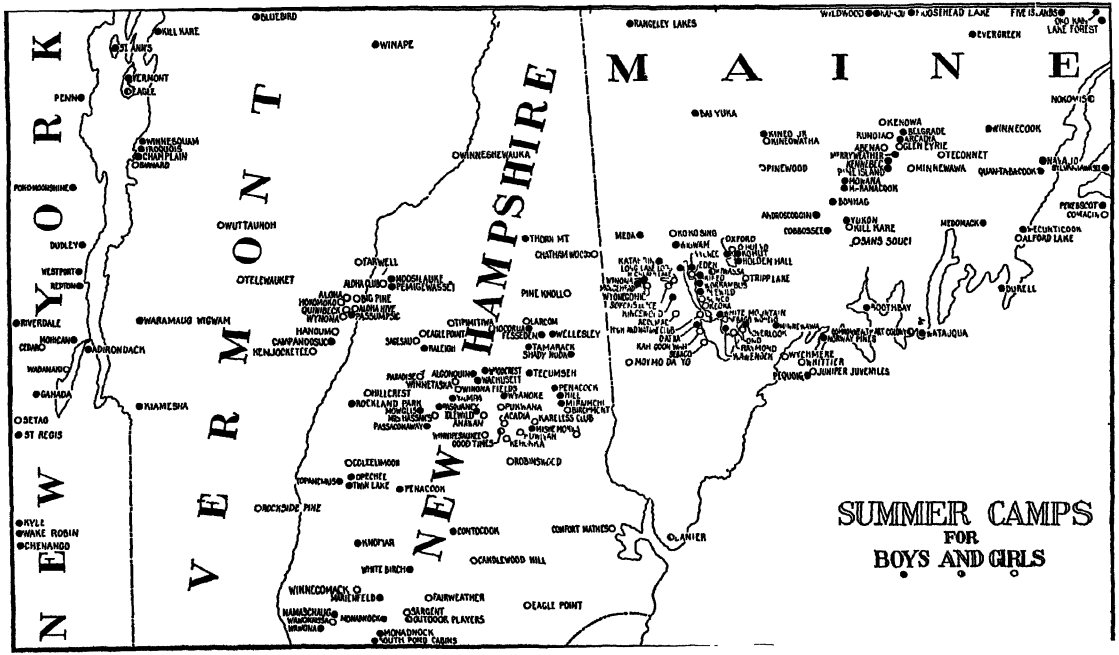
Halsey Gulick when she originated the "Camp Fire Girls of America," at her Camp Sebago-Wohelo. Taking for its symbol the cheerful wood fire and teaching each girl to "seek beauty, give service, be trustworthy, pursue knowledge, hold on to health, glorify work, and be happy," it affords unlimited opportunity for joyous activity in earning the honors in campcraft, healthcraft, homecraft, nature-lore, and patriotism which are required for advancement from one degree to the next. The movement has rapidly spread, and "camp fires" have been organized all over the country. Last summer between seven and eight thousand girls camped out as Camp Fire Girls. A somewhat similar plan for girls under twelve years of age originated at the Lanier summer camp and has been organized under the name of "The Blue Birds."

The educational possibilities of the summer camps for boys have continued to grow upon their directors and perhaps have not yet been exhausted. The summer camp, at its best as it is today, is the result of contributions from many men and divers sources. From the hunting camps of the past, woodcraft, campcraft, the woodsman's lore have been introduced and developed as a subject of real educational value to boys in their teens. All this has been organized in the Seton Indians so as to appeal to the imagination of the growing boy, and many of the best summer camps have "tribes" of Seton Indians to which admission is eagerly sought by the boys but which requires proficiency in woodcraft.

The naturalist, the ornithologist, the botanist, have found in the summer camp an unequalled opportunity for interesting boys in every phase of nature study. Many camps have well-organized instruction in life-saving, in wireless telegraphy, in photography, and in shooting. The physical director has here an opportunity for training in all-round natural and normal activities,—swimming, diving, in horsemanship, and in divers activities which tend to self-reliance, poise, manliness.

There is little question that the summer camp is here as a permanent addition to our educational institutions. Already the camps have done more than save the boy's summer,—they have made him a hardier, more resourceful boy, the promise of a more self-reliant, better disciplined man.

"Perhaps the highest office of the summer camp," writes Dr. Henderson, "would be to make itself unnecessary, by importing into our whole scheme of education the saving idea that boys and girls ought to be brought up in the country and ought to live a simple, sturdy, open-air life twelve months out of the twelve. The camp idea is the direct progenitor of our so-called country day schools. Already there are indications that the summer camp, instead of supplementing education, may end by transforming it."


NEW YORK
VERMONT
NEW HAMPSHIRE
MAINE
SUMMER CAMPS
FOR
BOYS AND GIRLS
BLUEBIRD
WINAPE
HILL FARE
ST. ANNS
VERMONT
EAGLE
PENN
WINNESQUAM
IROQUOIS
CHAMPLAIN
OWAWARD
POKOMOKAMIKE
DUDLEY
WESTPORT
REDTOWN
RIVERDALE
MOHICANO
CEMKO
ADIRONDACK
WABANAKIS
GAHADA
SETAG
ST REGIS
KIAMESHA
WARAMAUG WIGWAM
OWUTTAUHOH
OTELEMAUKET
ALOHA
HOWAGOGO
QUINNICOR
WYNONA
OBIG PINE
OWAPA WYE
OSSUMSIC
HANDUMO
CAMPANDOSSUS
KENAJOCKETEGO
OTARWELL
ALPHA QUIRO
OHOOSH AUKE
OPEMAGEWASSEE
OTIPMITIPA
EAGLE POINT
RALEIGH
SNESAUO
OWINNEGHEMAUKA
THORN MT
CHITTENWOODO
PINE KNOLLO
OLARCOM
OOSTENA
TESSEUNK
OWELLESLEY
TAMARACK
SHADY RUDA
PARADISE
ALGONQUIN
WACHUSETT
WINNETASKA
OWINONA FIELDS
OWAUKENA
PENACOOK
PHIL
MIRAMICHI
CHURCHMERE
PUKWANA
ACADIA
KARELESS CLUB
MISHE MOKO
UNKAHA
KENAWA
OTECUMSEH
CHILLEREST
ROCKLAND PARK
MOHELIM
OWAWA
ILLWILD
ANALAM
MID HASSAN
PASSACONAWAY
WINNEKUNKET
GOOD TIMES
OCLEELIMOOD
OPECHEE
THOM LAKE
PENACOOK
OROBINSWOOD
OCKSIDE PINE
CONTOCOOK
KNOTAR
WHITE BIRCH
OCANDLEWOOD HILL
COMFORT MATNESO
WINNECOMACK
OAIRWEATHER
EAGLE POINT
HAMADOHUK
WYNONA
WINONA
MONADNOCK
SARGENT
OUTDOOR PLAYERS
SOUTH POND CABINS
RANGELEY LAKES
WILDWOOD
MAPLEWOOD
TAMPOSTHEAD LAKE
FIVE ISLANDS
EVERGREEN
LAKE FOREST
NOKOMIS
BAI YUKA
OKENOWA
KINEO JR
ONANEDWATHA
RUNDTAO
BLUEBADE
ARCADIA
GLEN LYRIE
ARKMAO
OTECONNET
MINNECOOK
PINEWOOD
OMINNEWAWA
QUANTABACOOK
HIAWATHA
KENNEBEC
PINE ISLAND
HIAWANA
OK-KAMALOOK
HALA JO
BOWHAG
ANDROSCOGGIN
OYUKON
HULL NARE
OSANS SOUCI
MEDOMACK
PENOBSCOT
OMACATA
MEDA
OKONOSING
OXFORD
OTUNKEDWOOD
HOWDY
HOLDEN HALL
TRIPP LAKE
OTTER CLIFF
SOOTHBAY
DURELL
OWAWENOCK
OTTER CLIFF
OTTER CLIFF
OTTER CLIFF

BOYS' CAMPS

Camp Wildwood, Sandbar Point, Moosehead Lake, Kineo, is a real camp in the Maine woods, which for ten seasons has been conducted by Sumner R. Hooper (Harvard '95). Mr. Hooper has had a broad experience in teaching in the best preparatory schools,—for five years he was a house master at Milton Academy. For eighteen seasons he has camped under varied conditions with boys of all ages, and in recent years his entire time has been given to his summer camps. Wildwood exhibits the best features that have been developed in connection with summer camps In addition to a permanent staff, his fifteen councilors are selected men who have had camp experience and represent a dozen colleges. There is a tribe of Seton Indians at Wildwood in immediate charge of one of the councilors, who has made especial study of Mr. Seton's interesting plan. Much is made of nature study, woodcraft, campcraft, manual training, forestry, ornithology, wireless telegraphy, etc.

Kahkou Camp and Canoe Tours has headquarters on Allagash Lake and is for older boys of sixteen and upwards. Begun twenty-three years ago by A. S. Gregg Clarke, of Keewaydin Camp, it is owned and managed by Mr. Hooper, who gives part of his time to it. The boys may spend the whole of their time in real camp life or on trips down the Allagash, Penobscot, and St. John Rivers, or divide their time between camp and trips

Camp Bai Yuka, on Lake Webb, which is six miles long, near Weld, Franklin County, has been for some years conducted in the nature of a large family, by John G. Campbell, a master in the St. James School, Maryland. Mr. Campbell is a man of sterling qualities, admirably supplemented by his wife. The camp has the same spirit as the school. There is one councilor to every five or six boys.

Camp Belgrade, Oakland, on Blake's Island in Lake Messalonskee or Snow Pond, the largest of the Belgrade Lakes, was established in 1911 by Frank H. Schrenk (A.M., B.S., Univ. of Penn.), 1435 Arch St., Philadelphia, Pa., in connection with G. B. Blake, whose nearby farm supplies fresh provisions. Mr. Schrenk is a man of fine character, now a lecturer at Univ. of Penn., and an attorney in Philadelphia. In 1914 there were thirty enrolled, three-fourths of them also at the camp in 1913. While a recreation camp, tutoring is provided if desired. Horseback riding is the new feature for 1915.

Camp Merryweather, Great Pond, North Belgrade, is under the management of Mr and Mrs Henry Richards and their two sons, masters respectively in Groton and St Paul's Schools, assisted by their two daughters. Mr Richards and his sons are graduates of Harvard. Mrs. Richards is a daughter of Julia Ward Howe and the author of many well-known books. It was established by them in 1900 and aims to combine home and family influences with camp life. The number of boys is kept at thirty-eight, and the staff includes two tutors, six assistants, a doctor, and a secretary.

Camp Kennebec, on Salmon Lake, North Belgrade, is a well-organized camp with an efficient staff of university-trained men, including specialists in campcraft, woodcraft, manual training, etc It was established in 1906 by Charles E. Fox and Louis M. Fleisher, the present directors. The excellent equipment includes a large bungalow, tennis courts, playing fields, etc. The boys, largely from wealthy Jewish families, are divided into "sections" of seven, four of the boys in one tent and the other three and the "section" master in another tent. Every boy must devote two hours each morning to school work.

Camp Cobbossee, Monmouth, on the shores of Lake Cobbosseecontee, Kennebec County, is a large well-equipped camp for sixty-five boys. It has been maintained for twelve seasons by Harry R. Mooney, 234 Fifth Ave., New York City. Mr. George Kohut of Camp Kohut was formerly associated with Mr. Mooney. In connection with the camp is Cobbossee Colony of private bungalows and a farm. Jewish boys from nine to twenty years of age are accepted, and a large proportion return from year to year. The boys, largely from New York, are encouraged to spend some time each day in study.

Camp Bonhag, on Lake Annabessacook, Winthrop, was established in 1914 by George V. Bonhag, an Olympic athlete, 2378 Bathgate Ave., New York, now of Hamilton Institute.

Pine Island Camp, on a small island in Great Pond, the largest of the Belgrade Lakes, was established in 1902 and in 1909 was taken over by Eugene L. Swan, M.D., 143 St. James Pl., Brooklyn, N.Y. It is for forty boys from ten to sixteen who come largely from well-to-do families of New York and Massachusetts. The twelve councilors are college men of refinement who have had experience with boys and camp life. There are three buildings, including a dormitory, but boys may sleep in tents in charge of a councilor if they prefer. Much is made of camping and canoeing trips and an auxiliary schooner yacht affords opportunities for salt water cruises.

Camp Penobscot, on Eagle Island in Penobscot Bay, opened in 1909, is a salt water camp, but spends three weeks of its season on Lake Saponic, inland. The director is Stephen B. Knowlton (A.B., Amherst), head of the English department of the Haverford School. He is assisted by a faculty of seven college

men. The camp is for twenty-seven boys from ten to sixteen years of age. Scoutcraft and manual training are taught the boys.

Camp Quan-ta-ba-cook, on Lake Quantabacook, near Belfast, was established in 1914 by Herbert M. Bergamini (Lit.B., College of Physicians and Surgeons), 437 W. 59th St., New York, and Oris S. Vickery, M.D., 74 Church St., Belfast, Me. It is a small, well-equipped camp with fifteen boys and six councilors.

Camp Mowana, situated on Echo Lake, near Readfield, is a small camp for younger boys, established in 1912 by Mark H. C. Spiers. Mr. Spiers was formerly of the Wm. Penn Charter School, and has recently opened a school of his own,—The Spiers Junior School. Last year twenty-six boys were enrolled, and there is one councilor to every four boys. Real camping is emphasized and each boy has certain duties to perform daily.

Camp Durrell, on a hundred-acre island off the Maine coast, between Boothbay and Rockland, is a large camp conducted for twenty-one years by the executive committee of the Massachusetts and Rhode Island Y. M. C. A. Camp Becket in the Berkshires is under the same management. The camp is divided into seniors, intermediates, and juniors. The director is Charles A. Jenney.

The Norway Pines Camp is on Casco Bay, twenty-five miles northeast of Portland at Sebasco. Established in 1898 by Dr. Walter A. Keyes, principal of the grammar department of Trinity School, New York City, it is a small camp and Dr. Keyes is aiming rather to improve the efficiency of the camp than to increase its numbers. To all the twenty-five boys he can give personal supervision. The camp equipment includes four frame houses and tents for sleeping. The patronage is largely from New York and vicinity.

Boothbay Camp occupies Thorne Island, eight acres in extent, in the Kennebec River, three miles above Bath. It was established three years ago by A. R. Webster, A.B., 1325 Cypress St., Cincinnati, Ohio, after five years of summer camp work and a wide experience in teaching both in New England and later in the Middle West. Last season there were seven councilors and thirty-five boys from the Middle West and New England.

Camp Androscoggin, two hours from Portland, on an island in Lake Androscoggin, was established in 1906 by the present director, Edward M. Healy, of Pratt Institute, Brooklyn, N.Y. It is an efficiently organized and admirably administered camp, well equipped with facilities for manual training and piano lessons and camp sports. There are ten instructors and councilors and about forty boys. The age limit is from eight to seventeen, and boys come largely from the vicinity of New York. Some Jewish boys are accepted and many return from year to year.

Sylvaniawassee Camps, on Lake Abram, near Eastbrook, six miles from the coast, has been maintained for eight years by J. E. De Meyer, Superintendent of Schools, Abington, Mass. He has three councilors and five instructors on his staff, mostly high school masters. Last year there were twenty-three boys. Manual training and tutoring are given without extra cost.

White Mountain Camp, Lake Sebago, now in its ninth season, was established by George L. Meylan (B.S., Harvard; A.M., Columbia; M.D., New York Univ.), now As. Prof. Physical Education and Medical Director, Columbia Univ. He is assisted by six college men, each one of whom is personally responsible for seven boys. The juniors under fourteen, and the seniors, have separate camps and equipment, one-eighth of a mile apart. Boxing, wrestling, shooting, shop work, and music are featured. The sleeping quarters are open lodges, each of which accommodates a master and a group of seven boys. The boys come chiefly from New England and New York.

Camp Wawenock, on Raymond Cape, Lake Sebago, about fifteen miles from Poland Springs, and twenty-five from Portland, occupies a large tract with a mile of shore front. It originated in the Mediwisla Club, a nature club for boys. The camp was established seven years ago by Dr. W. C. Kendall (Bowdoin '85), who for over twenty-five years has been on the scientific staff of the United States Fish Commission. He is assisted by a capable staff of school and college men. The equipment is substantial and complete. Much attention is given to nature study, woodcraft, and scouting. The name is that of an aboriginal local tribe, and signifies "fearing nothing." One hundred boys from eight to eighteen can be accommodated.

Camp Minne-wawa, on Little Sebago Lake, Gray P.O., is a small camp for twenty boys maintained by Guy W. Chipman, of the Friends Central School, Philadelphia, Pa.

Camp O-at-ka, on Sebago Lake, taken over this year by Cyril B. Harris (Harvard), Chelsea Sq., New York City, is for boys under fourteen years of age. All the usual camp sports and tutoring are provided for.

Kamp Kohut, Oxford, was opened by Dr. George A. Kohut, of the Kohut School, New York, in the summer of 1907. It is a large well-equipped camp attracting its patronage from the well-to-do Jewish families of the eastern states.

Camp Oxford, Lake Whitney, Oxford, seven miles from Poland Springs, has been successfully conducted for fifteen years by Adelbert F. Caldwell (A.B., Colby; A.M., Harvard), formerly professor at De Pauw University. The camp owns one hundred acres bordering on the lake, with eleven wooden buildings, but tents are also used for sleeping. Last year the enrollment was fifty boys and there were fourteen instructors and councilors, all college men, a number of them specialists in baseball, swimming, and athletics. It accepts boys from eight to

eighteen years of age. The patronage is from families of the middle-western and eastern states.

Kineo Camps, on Long Lake, Harrison, are conducted by Irving G. McColl (B L, Univ. of Mich. '90), Hotel McAlpin, New York City. The original Kineo, established in 1902 by Dana L. Sears and George H. Sensuer, was sold in 1907 to Irving L. Woodman, who had previously been at Limerick, Me. He in turn sold Kineo in 1907 to Mr McColl, removing a few miles down the lake. In 1913 Mr. McColl branched out with a whole chain of camps,—a girls' camp, Kineowatha, at Wilton, and the Blue Mountain Family Camps, for families with children, also at Wilton. Kineo is a large camp excellently equipped and organized. There is a permanent staff including army officers from West Point who are in charge of camp departments and riding lessons. The sixty boys, from nine to sixteen, are chiefly from homes of wealth throughout the eastern states. The boys are classified into groups according to size and ability. All the usual camp sports and activities including rifle practice, riding, mountain trips, boxing, and wrestling are provided. The boys spend two weeks at Kineo Mountain Camp at the foot of Mt. Washington. Kineo Junior Camp, for boys from seven to fifteen, is at Wilton, near the Blue Mountain Family Camps, which include a group of bungalows with a central dining hall for the use of families and adults.

Camp Wyonee, on Long Lake, Harrison, forty miles inland from Portland, was opened in 1909 by Frederic H. Wilson, M.D., a practicing physician of New York City, 400 Manhattan Ave., who has had eleven years' experience in the capacities of physician and director of boys' camps. Only gentlemanly boys are accepted after a personal interview with the director. Last year forty boys were enrolled, from ten to sixteen years of age There are five instructors on the staff. Athletics in every form are encouraged and there are opportunities for rifle practice under uniquely safe conditions. The equipment includes five buildings besides tents.

Camp Wigwam, Bear Lake, Harrison, is attractively located and well equipped. Established in 1910 by A. Mandelstam, 133 W. 113th St., New York City, and Arnold M. Lehman, 311 W. 94th St., New York City, it was moved to this situation in 1913. It is for boys from nine to seventeen years of age. In 1914 there were fifty-two boys enrolled and ten councilors and instructors. The boys come largely from Jewish families in New York City with a few from other cities in the East and South.

Camp Worrambus, on Long Lake, midway between Naples and Harrison, was recently established by B. H. Duffhues, 38 Vernon Ave., Brooklyn, N.Y., or Dickinson High School, Jersey City, N.J. It is for young boys under fifteen years of age.

Camp Katahdin, on Forest Lake, North Bridgton, established in 1900 by Mr. H. M. Cobb, is now owned by Clifton W. Love-

land, Ornithologist and Asst. Entomologist, State Bd. of Agriculture, R.I., and Mr. George E. Pike, senior master of the Powder Point School for Boys Both have had a wide experience with boys. The camp equipment includes two buildings besides tents for sleeping. Boys from eleven to twenty years of age are admitted.

Long Lake Lodge, on Long Lake, North Bridgton, is a summer tutoring school exclusively for older boys who must tutor for college and school examinations in the fall No others are admitted in order that the spirit of real work may be in no wise diminished. It has been conducted for thirteen seasons by Edwin Victor Spooner (Dartmouth '94 and Harvard Grad. School), instructor in French at Phillips Exeter Academy and formerly at Lawrenceville. Mr Spooner is assisted by a corps of experienced tutors, representing a dozen colleges and schools, carefully selected for efficiency and personality. While all the usual camp recreations and athletics are enjoyed, the spirit of work prevails. In its first thirteen years boys from fifty-eight preparatory schools were satisfactorily coached for examinations at twenty-seven colleges and universities. The camp is substantially equipped and well managed.

The Kingswood Camp, Bridgton, on Woods Pond, was originally opened in 1909 at Sanbornville, N.H, moving to its present permanent home in 1913. The camp is conducted by Mr. and Mrs. Ralph I Underhill, 11 Avalon Road, West Roxbury, Mass. Mr. Underhill was for seven years associated with Dr. Henderson at Marienfeld and for the last eight years has been in charge of the younger boys of the Volkmann School of Boston. A man of charming personality he strongly appeals to younger boys. Mrs. Underhill admirably supplements his influence in giving the camp a genuine homelike atmosphere. The camp is for younger boys only, and the "seven" system is adhered to. The morning period is regularly given to school work, crafts, and nature study.

Camp Winona, Moose Pond, Denmark, has been maintained by C. E. Cobb since 1907. With Mrs. Cobb he conducts also Wyonegonic Camps for Girls and Denmark Inn and Encampment, all in the vicinity. The boys are divided into two groups according to age. The younger boys occupy the Lower Camp, in charge of Mr. Ernest R. Whitman (Clark Univ.) and Mr. Frank E. Jones (Manual Training School, Worcester, Mass), and the older boys occupy the Upper Camp, in charge of Dr. Francis N. Macfield (Univ. of Penn., Philadelphia, Pa.). These camps are admirably administered, fully equipped and provided for all camp sports, and have justly been remarkably successful. It is for boys from eight to sixteen years of age.

Moosehead Camp, Moose Pond, Denmark, is an old camp maintained for many years by H. M. Riggs, Grafton, Mass. In 1915 the management will be taken over by Mr. Howard V. Bullinger (A.B., Harvard '02), instructor in the Volkmann

School, Boston. It is Mr. Bullinger's intention to make Moosehead a tutoring camp especially for older boys.

Camp Winnecook, on Lake Winnecook, Unity, is conducted by Herbert L. Rand, director, 23 Shore Road, Salem, Mass.

Camp Five Islands, in Schoodic Lake, P.O. Rand Cove, was established in 1906, and is conducted by F. H. Dodge (A.B., Yale), for eighteen years head teacher of the physical training department of Rutgers College It is a recreation camp and has facilities for all forms of camp sports and athletics. Camping trips are made a special feature. The thirty boys come largely from New Jersey and New York.

Medomak Camp, Washington, overlooking Medomak Lake, established in 1904 by Frank E. Poland and Walter H Bentley, now of Camp Wyanoke. It has long been under the sole ownership and management of Mr. Poland, who has for five years been principal of the C. A. Daniels School in Malden, and has had fifteen years of experience as a public school principal. Mr. Poland is a man of high ideals and has the personality to insure success with his boys. He is assisted by a council of mature men most of them professional educators and many of whom have been with the camp from four to nine seasons. The camp is beautifully located, well equipped, and splendidly organized and managed. The farm of 240 acres has been in the family over a century. The tents are arranged in a semicircle about a lodge and large farm house, remodelled so as admirably to satisfy its purpose Each of the eight tents accommodates a councilor and seven boys. Nature work, shop work, handicrafts, tutoring, tramping, and exploring are the chief activities. Of the seventy boys four-fifths come from Greater Boston, chiefly from the public schools, and fully one-half return for a second year.

The Lanier Summer Camp, at Eliot, is an institution *sui generis* Mr. and Mrs. Sidney Lanier have for a number of summers gathered about them a community inspired by their own personalities. The camp for boys from eight to thirteen numbers from twenty to twenty-five. A separate camp for girls from eight up is slightly larger. Adults of the right sort are also welcomed The total attendance is about one hundred. Much is made of nature work, of dramatics, particularly Biblical drama written by Mr. Lanier, and the boys "play Indian" in a poetic way, not slavishly following Seton Thompson.

Camp Raleigh, on Stinson Lake, Rumney, is conducted by Lindol E. French, Ph.B., of Atlantic City High School. The camp equipment includes two buildings and a shop, the gifts of Mr. and Mrs. S. A. Mitchell of Allston.

Camp Chocorua, a summer camp for boys, near Tamworth, now in its fourteenth season is conducted by S. G. Davidson, A.M., Lit.D., on a large farm. The equipment includes two large two-story frame buildings and an open-air bungalow.

Three boys and a councilor sleep in a tent. Manual training, including clay modelling, is prescribed. Athletic training, tennis, baseball, canoeing, swimming, and mountain climbing are indulged in. Tutoring and horsemanship are provided at extra charge. There is a separate department for young boys, and on an adjoining farm is "Zufrieden," a camp for adults, and Camp Larcom, for girls.

Camp Wellesley, on Lake Ossipee, was established in 1899 by Edward A. Benner, who until 1910 conducted the Wellesley School for Boys. He now gives his whole time to the interests of his camp. The camp is unusually well equipped, capably organized and splendidly managed. A special feature is the opportunity for sailing small boats on the lake, which is especially safe and free from sudden gusts. The boys receive instruction in nature work, various forms of manual activities, and have the privilege, under proper supervision, of target practice. Each boy has a share in some of the necessary work of maintaining the camp, this delegated responsibility being essentially a part of the training. Though the boys are given a good time, it is not a mere recreation camp, but actuated by serious educational intent. A feature of the summer is the hike to the White Mountains. Last year there were forty-five boys with one mature instructor to each five.

Camp Fessenden, Lake Ossipee, was opened in 1913 by Mr. Walter L. Nourse (A.B., Dartmouth), Ralph H. Pierce (A.B., Yale), and John Porter, Jr. (B.S., Amherst). The camp is pleasantly located, adequately equipped and has been fortunate in keeping its small number of boys of the best class. Last year there were fourteen boys enrolled.

Camp Pasquaney, Bridgewater, has been maintained by Dr. E. S. Wilson (Ph.B., Ph.D., Yale '85), since 1895. Dr. Wilson has found the work so absorbing that he has given his whole time to the interests of his camp and its success is due to his direct personal supervision, ably assisted by the unremitting labors of Mr. F. R. Kneeland (Columbia '99) and of Mr. E. W. C. Jackson (Harvard '02), who has the business supervision of the camp. During the winter Mr. Jackson is engaged as instructor in the Haverford School. Without advertising except through its patrons and old boys, the camp list is always filled in advance. With a well-isolated location, overlooking Newfound Lake, this is regarded by many who know as one of the few best boys' camps. The patronage is largely from wealthy and fashionable families. The tone and temper of the men in charge are admirably reflected in the spirit of the camp.

Camp Mowglis, East Hebron, is a camp for boys from eight to fifteen years of age, those under ten having entirely separate quarters. It has been maintained by Mrs. Elizabeth Ford Holt since 1903 on her large estate known as the "Jungle." Mr. Alcott Farrar Elwell is the assistant director and the councilors are college men. There are ten rough substantial

buildings scattered through the forest of pine and hemlock Something more than mere recreation is aimed at and the camp life is the result of long years of experience. The camp always has its full quota of about fifty boys

Camp Wachusett, on Little Asquam Lake, near Holderness, was established in 1903 by the Rev. Lorin Webster, rector of the Holderness School His son, Harold A. Webster, is now director, assisted by various college athletes It utilizes a large two-story residence and is more like a summer boarding school than a camp. The sleeping quarters are wooden huts Nature study under specialists is made a feature. The boys come largely from New England with a sprinkling from the West.

Camp Aloha Summer School, Lake Asquam, has since 1904 been maintained by Dr J M. Kendall, master in St Paul's School, Concord, assisted by T. Nelson, Ph D , master in St. Paul's School, and E. G Kendall, master in the Hill School, all of whom are Yale men. The equipment includes five comfortable cottages and tents. The purpose is efficiently to prepare boys for fall examinations under expert tutors, and only boys who intend to do serious work are considered. Naturally most of the boys come from St Paul's and other leading schools preparing for Yale and Harvard.

Camp Algonquin, on Asquam Lake, Holderness, is the oldest existing summer camp in New England, and has been personally conducted by Edwin DeMeritte, a veteran school master, of the DeMeritte School, Boston, since 1886. The camp council consists of the director and seven assistants, one for every five boys. The policy and program of camp life at Algonquin has been developed independently of other summer camps Much is made of nature study in all its phases, under the direction of Dr. Alfred Gundersen. Outdoor games rather than athletics are encouraged. The boys learn to shoot under proper supervision. They sleep in dormitories and there is a separate building for the younger ones.

Camp Woodcrest, Squam Lake, established in 1911, occupies the site of the camp successfully maintained for some years by Dr. W. T. Talbot, which was Camp Harvard, later Camp Asquam, established in 1883 Sidney Curtis (Harvard '05) is the present owner and director. He was at first associated with Mr. Henry E. Bremmick, of the Boys' Latin School, Baltimore Mr. Curtis had previously been with Mr. Harry Young at Camp Ossipee. The camp makes a special feature of athletics and has had some famous athletes as councilors.

Camp Idlewild, on a four-hundred-acre island in Lake Winnepesaukee, is one of the oldest summer camps, and has been conducted by John M. Dick (B.D., Yale), 53 State St., Boston, since 1892. It was formerly at Silver Lake, Mass., and moved to Winnepesaukee in 1896. During this time over

twelve hundred boys have been enrolled. In 1914 Mr. Woodman's Camp Wildmere, on Long Lake, Harrison, Me., was united under the same management. Both camp properties are substantially equipped. Mr. Dick has a staff of mature camp leaders, in addition to the councilors annually appointed. A unique feature is the separation of juniors and seniors, one group in the Maine camp while the other is in the New Hampshire camp, with a mutual exchange of camps which is made in mid-season. The segregation has many advantages, and the division of time between the two camps affords a complete change of environment.

Camp Wyanoke, Winter Harbor, Lake Winnepesaukee, for seven years has been conducted on its present site by Walter H. Bentley. Mr. Bentley established Medomak Camp with Mr. Poland, and is now recorder of Dummer Academy. The strength of the camp lies especially in its staff of councilors. These men of maturity and broad educational experience have been with the camp for more than three years. The camp is accessible and well equipped. The boys sleep in large tents accommodating seven boys and a councilor. Shop work and military drill are features and tutoring is arranged if required. The boys range in age from eight to eighteen, and, while usually from New England, also represent many of the other portions of the United States.

Camp Tecumseh, in Moultonboro, near Melvin Village, on Lake Winnepesaukee, is a large camp attended by one hundred boys. It was established in 1902 by Alex Grant and Dr. George W. Orton, athletic instructor in the University of Pennsylvania, who succeeded Mike Murphy. The chief interest of the camp is athletics.

Camp Winnepesaukee, on the southeastern shore of the lake, was established in 1909, and is now solely under the ownership and control of John G. Anderson (A.M., Amherst and Columbia), 79 Trowbridge St., Cambridge, a champion golf player, formerly for eight years in the Fessenden School. There is a camp physician and one councilor to every four boys. Golf and hikes are featured. The camp's own cows supply milk. Forty boys are accommodated who come largely from eastern Massachusetts. A camp paper, *The Reveille,* is published.

The Hill Camp, on Rust Pond, near Wolfeboro, is a tutoring camp. It was established in 1909 at Plymouth, Mass., by George D. Robins (A.B., Wesleyan), of the Hill School, with whom are now associated in ownership and management Frederick Fraser (A.B., Harvard), John D. Warnock (Ph.D., Yale), both masters in the Hill School, and Edward C. Durfee (A.B., Williams), master in the Chestnut Hill Academy. They are assisted by a strong staff of councilors and instructors, most of whom are masters in the two above-mentioned schools. The boys likewise come largely from these two schools. The lodge is a commodious and well-constructed one, but the boys sleep

in tents The morning is given over to study and tutoring and there is a study period in the evening. The afternoons are devoted to recreation and the usual camp sports, so far as the boys' time permits. Boys are prepared either for the colleges or for classes in leading preparatory schools.

Camp Mishe-Mokwa, West Alton, occupies Redhead Island in Lake Winnepesaukee. It is maintained by L. Theodore Wallis, master in the Browne and Nichols School, Cambridge. The camp is well equipped with a power launch and boats. The boys sleep in open-air bungalows.

Camp Penacook, on Lake Keyser, across the lake from North Sutton, in the Sunapee Region, was established in 1898 by Prof. Louis Rouillion of Columbia University, New York City. It has been conducted during the past twelve years by Mr. R. B. Mattern, M.S., a science teacher at the Irving School, Tarrytown, N.Y., with the assistance of five masters of eastern preparatory schools. There is an average attendance of twenty-five boys from the larger cities of the eastern states. The camp is well equipped.

Marienfeld, a summer camp for boys, at Chesham, was established by Dr. C. Hanford Henderson in 1896 on the upper Delaware, and two years later moved to its present site, on Silver Lake, six miles from the well-known summer town of Dublin. Dr. Henderson's original purpose, evolved as a result of his experience as a head master, was to maintain the boys in better physical and mental conditions for the fall term, but experience of many summers gave the camp greater significance. Here were early tested and adopted many of the characteristic features which have made the boys' summer camp, at its best, an important educational movement. Some understanding of the spirit and purpose of this camp and what a summer there for a boy means may be gathered from Dr. Henderson's account of the camp life in his inspiring recent book, "What Is It To Be Educated?" After sixteen years of summer camp work Dr Henderson transferred the control of the camp to Stacy B. Southworth, of the Boston Latin School, and Raphael J. Shortlidge, of The Choate School, who had been intimately associated with him for many summers.

The main building is an adaptation of a Swiss chalet, with generous living rooms. The boys are divided into groups of seven, according to age, who eat and sleep together, each in charge of a special master. The morning is spent in some directed activity, manual training, music, nature study, gymnastics, or tutoring. The afternoons are given over to vigorous outdoor life, the evening round the camp fire or in the living-room, to music, reading, and story telling. In August comes the long trip to points of interest. Boys under eighteen, to the number of ninety, are received on satisfactory references from all parts of the United States. The life is simple, the beds hard, and the duties homely.

South Pond Cabins, on the south slope of Monadnock, Fitzwilliam, is a small camp opened in 1908, limited to twenty boys. It aims to provide a proper combination of work and play. The active heads, Reginald H. Howe, Jr. (Harvard '01, Sorbonne '12), formerly with Camp Pasquaney, and Rollins McC. Gallagher (A.M., Harvard '06), are both masters in the Middlesex School. They are assisted by a number of undergraduates. The boys come from Middlesex and other leading schools of New England.

Wawona, on Swanzey Lake, was started by Oscar E. Bourne in 1899. The site is attractive and the camp house is large and roomy. Last year there were forty-six boys, several of whom had returned for many successive seasons. The boys sleep in tents facing the lake. A special feature of Wawona is the Year-Round Tutoring Camp where boys to whom the outdoor life is a necessity may have its advantages through all the seasons.

Camp Namaschaug, on Lake Spofford, ten miles from Keene, is a vacation school and camp. The Very Rev. J. J. Griffin, Ph.D., is principal, and J. T. B. Fisher, A.B., is director. Eight councilors and instructors assist them. The camp is substantially built and well equipped. More than one hundred boys are enrolled, chiefly from Roman Catholic families throughout the eastern United States.

Camp Winape, on Seymour Lake, East Charleston, a large and successful camp, has for four seasons been conducted by S. W. Berry, its owner, who is a teacher in the Irving School, 35 W. 84th St, New York City. Last year there were forty-seven boys, largely from the vicinity of New York. The nine councilors are chosen for character rather than athletic ability, and provide expert supervision in tutoring and nature study.

Camp Passumpsic, at Ely, is on Lake Fairlee near Camp Quinibeck, and is under related management and like Quinibeck is equipped with small bungalows instead of tents. It was established in 1914 under the direction of Mr. and Mrs. Harvey Newcomer, 14 Lattin Drive, Yonkers, N.Y.

Thorn Mountain Tutoring School and Camp, Jackson, opened two years ago, is for a small number of boys. The director is Rev. George A. Bushee, who has had a long experience in social settlement and neighborhood work, and is principal of Lincoln Academy. He is assisted by Augustus H. Smith (A.B., Harvard '04), master and athletic director in the Browne and Nichols School, Cambridge. Last year there were eight boys from about Boston and Philadelphia, ranging from ten to eighteen years of age. Nature study, scoutcraft, and tutoring occupy the time.

Camp Pemigewasset, on a small lake near Pike, in the southern foothills of the White Mountains, has been efficiently maintained since 1908 by three doctors, Edwin and Edgar Fau-

ver and Dudley B. Reed. Each is associate professor in physical education, respectively in Princeton Univ, Wesleyan Univ, and the Univ of Chicago All three are college A.B 's as well as M.D 's, and practicing physicians, and are especially fitted to deal with the physical needs of boys. The boys sleep in sleeping boxes, some of which are built of logs. The camp offers the usual sports and is attended by about fifty boys, the majority of whom return from year to year Some have returned each year since the establishment of the camp

Camp Moosilauke, near Pike, in the western foothills of the White Mountains, on the lake of the same name, is now in its twelfth season. The director is Virgil Prettyman, Ph D, principal of the Horace Mann School for boys, and C. W. Prettyman is assistant director. The school work is under the charge of John D. Neitz, of the Horace Mann School. The camp is beautifully located and well equipped and the boys are divided into groups of seven, each under the supervision of a councilor. Boys from nine to twenty years of age are received from all parts of the United States. Tutoring, manual training and technical instruction in automobile construction and repair are provided A ten-day trip is made over the Presidential Range of the White Mountains.

Campanoosuc, near Thetford Center, for boys from seven to fourteen, was established eight years ago by William E. Sargent and since his death has been carried on by Mrs Sargent, 417 Union St., New Bedford, Mass, who is a teacher in the New Bedford High School. She is ably assisted by Mr. Ellwyn G. Campbell, master of a school in the same city.

Kamp Kiamesha, on Lake St Catherine, Poultney, in the Green Mountains of Vermont, has for eight seasons been conducted by Dr. Frank J. Davey, 1242 Garden St., Hoboken, N.J., who for nearly twenty-five years has been a teacher in the academic department of Stevens Institute. The equipment includes a large cottage of fourteen rooms and tents near the lake. Tutoring under college graduates is a special feature.

Keewaydin Camps, established in 1893 by A. S. Gregg Clarke (Harvard '93), have a separate camp limited to thirty young boys from eight to fourteen, on Lake Dunmore, near Brandon, known as Waramaug Wigwam. The site is beautiful, the equipment excellent, and the camp is under the direct supervision of Stephen A. Breed (M.I.T. '93), who was formerly associated with Samuel E. Gidion in Camp Ossiaukee and before that with C. Hanford Henderson in Camp Marienfeld It is preparatory to the Keewaydin Camps in the Canadian woods. The camp conducts the Moosalamoo Tribe of Woodcraft Indians. The boys receive special training in nature study and all the usual camp activities. A ten-day canoe trip is made on the Otter River and Lakes Champlain and George, also a ten-day trip to Mt Killington.

Camp Iroquois, on the eastern shore of Lake Champlain, seven miles north of Burlington, is conducted by W. L. Hazen, 721 St. Nicholas Ave., New York City, and Mr. Theo. E. Lyon, 423 W. 148th St, New York City, head masters of the Barnard School, who for fourteen years have been actively associated in conducting a boys' camp. The camp is well equipped. There is a permanent lodge and mess hall. Boys are divided according to age into seniors, juniors, and sub-juniors. Naturally the patronage is largely from New York City and vicinity.

Camp Champlain, on the shore of Malletts Bay, Lake Champlain, nine miles north of Burlington, was established in 1894 and is conducted under the auspices of the Berkeley School of New York. The camp is beautifully located and well equipped with five permanent buildings to which another is soon to be added, and a large fleet of row boats, motor boats, and canoes. A member of the faculty of the school is the director, and is assisted by experienced teachers from the Berkeley and other schools as well as by leading undergraduates of several universities. There is also a resident camp physician. The boys are largely from refined families of New York and vicinity.

Camp Winnisquam, Milton, overlooking Winnisquam Bay, twelve miles north of Burlington, was established in 1905 and for seven years personally conducted by Mark H. Moody. For the last two years the camp has been conducted by Mr. Ira A. Flinner and Mr. Wm. S. Spencer, head master and English master respectively of the Huntington School, Boston. The camp is located on a farm and has its own dairy and hennery. The equipment is complete, comprising a two-and-a-half-story central building, a large cottage, bath house, and ice house. The lake front extends over a mile. The boys from eight to eighteen are divided into three groups, according to age. Provision is made for music and music lessons, horseback riding, photography, nature study, and tutoring.

St. Ann's Camp, Isle La Motte, was established in 1892 by St. Ann's Academy, Lexington Ave., 76th & 77th Sts., New York City, which is conducted by the Marist Brothers. Recently a new site has been acquired and four large bungalows and an open-air dining pavilion erected. The camp is well equipped and the expense is kept very low. While it is particularly for the boys of the Academy, others are admitted. Naturally the patronage is almost wholly from Roman Catholic families of New York City. Last year there were fourteen instructors and seventy-five boys.

Camp Vermont, Grand Isle, Lake Champlain, is conducted by E. N. Gerrish, 33 Grant Ave., Rutland, who has all his life been a teacher and high school principal. The camp property was what was formerly known as the "Sunset View Farm," and has a two-and-a-half-story brick house. There is also a bungalow recreation building. The equipment includes two

launches, sailing canoes, and facilities for golf. Trips by steamer and motor boat and horseback riding are featured. The councilors are all college fraternity men

Camp Wampanoag, on Buzzard's Bay, Cape Cod, Mass., is a salt water camp for young boys from eight to fifteen It was established in 1907 and is under the direction of Mr Alvin E. Dodd, director of the North Bennett Street Industrial School in Boston, Mrs. Bertrand E. Taylor, and Mr. Aldrich Taylor (A.B. Harvard '14), who admirably supplement each other. The directors are actuated by high educational purposes. The camp is beautifully located, well equipped and splendidly managed and disciplined, and provides the attractions of the woods, both fresh and salt water. Woodcraft and scouting are made much of. Tutoring is discouraged, but provided if desired. The boys are largely but not wholly from Greater Boston.

Camp Berkshire, Hartsville, Mass, on Lake Buel, in the southern Berkshires, is a small camp for boys from nine to fifteen, maintained by Mr. and Mrs. Dwight R. Little of the Flatbush School (584 E 17th St., Brooklyn, N.Y.) Ten boys were enrolled last year which was the third season of the camp.

Camp Eastford, on Crystal Lake, in northeastern Connecticut, is now in its fifth year and is conducted for boys under sixteen by Mr. and Mrs. J. P. Marvin (67 May St., Worcester, Mass.). For twenty-five years, in connection with the ministry, Mr. Marvin has been interested in boys, camps, clubs, and lecturing. The camp is well located and admirably administered. The boys are usually employed during the morning in manual training, forestry, nature study, and the usual work about camp. From fifteen to thirty boys are enrolled from Massachusetts, Connecticut, New York, and New Jersey.

Camp Wonposet, on Bantam Lake, the largest lake in Connecticut, in the Litchfield Hills, is a well equipped and splendidly administered camp of over sixty young boys, established in 1905. Robert Tindale (31 E 71st St., N.Y. City), the director, is assisted by W. W. Thomas and a strong staff. The patronage is largely from New York. Boating, target practice, tennis, and excursions are among the sports.

Pine Bluff Camp, Port Jefferson, Long Island Sound, was established in 1895. It is conducted by Henry S. Pettit, M.D., a practicing physician, 106 Gates Ave., Brooklyn, assisted by twenty-five councilors and instructors.

Camp Wake Robin, Woodland, is in the southern Catskills in the Roxmor community of camps and bungalows. It is in its eleventh year and is owned by E. B. Miller, Woodland. H. W. Little, A.B., of the Lincoln High School, Jersey City, is the director. It is for young boys under fifteen who have come mostly from Greater New York. There were thirty-two boys enrolled last year with five councilors.

Greenkill Camp, on First Binnewater, Ulster Co., in the Catskills, has been maintained for nine years by the West Side Y. M. C. A. of New York, and the charges cover only actual cost. It is under the direction of Philip D. Fagans, Boys' Work Director of the West Side Y. M. C. A. The boys, twelve to seventeen, live in groups of seven with a leader in each tent. The councilors are all college men.

Kyle Camp, Lawrenceville, in the Catskill Mountains, is maintained by Dr. Paul Kyle, who also has a school for boys at Irvington, N.Y.

Camp Rushing Waters, at Shandaken, Ulster Co, in the Catskills, is conducted by R. L. Marsans, principal of the Shandaken Institute A large building of the Institute is utilized as the headquarters.

Adirondack Camp, on Lake George, was established in 1904, by Dr. Elias G. Brown, who conducts the Mountain School at Allaben, Ulster Co., N Y. Its enrollment in recent years is usually about fifty.

Camp Mohican, Lake George, has been conducted for several years by Charles B. Batchelor, 218 Marteuse St., Brooklyn, who is physical director of Erasmus Hall High School.

Camp Chenango, on Otsego Lake, Cooperstown, is conducted by A. E. Loveland, B.S., 251 Maple St., Brooklyn, of the Commercial High School. It is a low-priced camp but with good equipment.

Repton Camp, Port Henry, on Lake Champlain, established 1907, is conducted by O. C. Roach, the head master of the Repton School, Tarrytown.

Camp Dudley, Westport-on-Lake Champlain, is the oldest existing summer camp. It was founded by Sumner F. Dudley in 1885 and is conducted by the New York state executive committee of the Y. M. C. A. It is splendidly and completely equipped, but is a low-priced camp which has accomplished an enormous amount of work. All phases of athletics, woodcraft, nature study, and photography are given attention. During 1914 there were nearly two hundred boys in attendance, the limit being one hundred and forty boys at one time. H. C. Beckman (Ph.B., Yale '06) has for nineteen consecutive years been a Dudleyite, and since 1908 director, 382 Wadsworth Ave., New York City.

Camp Pok-o'-Moonshine, on Long Pond, Willsborough, will have its tenth season this summer. Dr. Charles A. Robinson, of Peekskill Academy, Peekskill, N.Y., is owner and director. The usual camp recreations are enjoyed by one hundred and fifteen boys, representing eighteen different states.

Camp Penn, on Valcour Island, Lake Champlain, seven miles from Plattsburgh, was established in 1905 by the director, Mr.

C. K. Taylor, Mermaid Lane, St. Martin's, Philadelphia. It is a real camp, not a summer school nor disciplinary camp The boys on arrival are divided into groups of four or five under a councilor and each group is assigned to its own camp site, pitches its tent or constructs its bungalow The fifty boys, largely from Philadelphia, are divided into juniors, eight to twelve, and seniors twelve to fifteen. Real campcraft, woodcraft and all round development rather than school work is the main object. The hike into the Adirondacks involves a four to six days' trip.

Schroon Lake Camp, Schroon Lake, is conducted by Dr. I. S. Moses, 222 E 61st St, New York City, for Jewish boys. Dr. Goldwater, of Paradox Camp, was formerly associated with him. The camp is well equipped but has fallen off in numbers for several years.

Paradox Camp, Paradox Lake, has been conducted by Dr. Goldwater, formerly associated with Dr. Moses of the Schroon Lake Camp, who now has a large proportion of the patronage of his camp.

Camp Fitzhugh, on Sodus Bay, Lake Ontario, midway between Rochester and Oswego, is a summer tutoring school and recreation camp for boys, maintained since 1900 by Aldice G. Warren, of the Army and Navy Preparatory School, Washington, D.C., who is assisted by a faculty of five other masters in leading preparatory schools of the eastern states and a staff of four junior councilors. It has a permanent equipment including a concrete central building Scoutcraft and dramatics are made features of the camp life.

Camp Riverdale, in the Adirondacks, has been conducted by Frank S. Hackett, head master of Riverdale Country School, since 1912 Every boy of twelve years or over becomes a member of the Boy Scouts of America as he learns to fill the requirements. Mountain climbing, exploration, and wood life are characteristic. The councilors are college men, and there is one to each five boys. One councilor is a physician, and one an instructor in manual training. The age limits are ten to fifteen years, but the "old boys" are allowed to return. The domestic arrangements are supervised by Mrs. Hackett; good manners and refinement are required.

Camp Gahada, on Lake Tawiskarou in the Adirondacks, was established in 1908 by William B. Efner, of Schenectady. The camp is well equipped and there is a large club-like lodge. The head councilors are Arthur M. Townsend (Syracuse '07), a teacher in the Erasmus High School, New York, and Dr. Wm. L. Anderson, professor of physical education, Univ. of Kentucky, son of Dr. Anderson of the Yale Gymnasium. Last season there were forty-eight boys between ten and sixteen years old, all of Christian parentage, who come from twenty important cities in nine states. Provision is made for manual training,

nature study, woodcraft, out-of-door life, and all the usual camp sports.

Camp Osgood, on Osgood Lake, in the Adirondacks, is maintained by Harry L Hillman, Dartmouth College, Hanover, N.H., or 1039 Singer Bldg , New York City.

Camp Susquehannock, on Tripp Lake, in the mountains of northeastern Pennsylvania, was established in 1905 as a summer tutoring school and recreation camp. George C. Shafer (A B , Princeton '03), formerly instructor at the Lawrenceville School, is assisted by a strong staff of councilors, graduates of the leading eastern colleges. The eighty boys come largely from private schools of the eastern states.

Camp Choconut, near Friendsville, in northern Pennsylvania, at an elevation of 1,800 feet, is one of the pioneer camps, established in 1895 by Dr. Roland J. Mulford, head master of the Ridgefield School. His sister, Mrs. George S. Winlock (41 Bowdoin St , Cambridge, Mass), has been interested in the camp from the beginning, particularly for her own sons, the elder of whom has for fifteen years been a member of the camp as boy and counclor. Since 1902 Mrs. Winlock has had charge of the younger boys, and for several years now the management has been wholly under her control. It is limited to fifty boys under sixteen years of age. The councilors are college men, and there are also young women, who help to maintain the standard of good manners.

Blue Ridge Camp, near Ivy Depot, Va., in the Blue Ridge Mountains, was established in 1909 and is conducted by R. Warner Wood (A.M., Univ. of Va.), who also maintains a winter tutoring camp. It is for boys over twelve years of age. Tutoring is given to the boys in the morning, if desired. Particular attention is given to the outdoor sports, especially track, baseball, and swimming, a swimming pool having been built for the latter. Charles Brickley, the Harvard football player, spent last summer at the camp as one of the "leaders," ten of whom supervise the athletics.

The French Broad Camp, on the river of the same name, near Brevard, N.C., twenty-two hundred feet above sea level, is for recreation and study. It is under the joint direction of John W. Moore, academic, Henry E. Raines, business, and L. S. Le Tellier, athletics. Its equipment includes a permanent club-house and dining-hall, electrically lighted. The boys sleep in tents. A regular program of school work of two and a half hours a day is provided for those desiring it, in subjects specified by the boys' parents. All forms of outdoor athletics are provided. Short camping trips are made and a long canoe trip, fifty miles down the river to Asheville. The boys come chiefly from private schools throughout the southern states.

Camp Wah-pe-ton, situated on the shore of Lake Erie, near Ashtabula, Ohio, is conducted by C. A. Duff of the

Y. M. C. A. of Ashtabula. It offers both tutoring and the regular outdoor sports.

Interlaken Summer Camp, at Silver Lake, Rolling Prairie, Ind., is the summer season of Dr. Rumely's Interlaken School, and, like the school, is inspired by the New School movement of England and the Continent. Manual activities of useful economic value are the permanent feature. The boys have a share in agricultural work of the farm, hay making and harvesting, and in the construction of buildings, not merely doing the work but taking part in designing and supervising, according to their capacity. Seven members of the school staff are in charge with assistants and there are several women to help with the smaller boys.

The Culver Summer Schools, on Lake Maxinkuckee, Ind., maintained by the Culver Military Academy, include three separate departments, The Culver Summer Naval School, established in 1902, and The Cavalry School, established in 1907, for boys over fourteen, and The School of Woodcraft, for boys under fourteen, established three years ago. All afford an opportunity for healthy outdoor life with all the forms of athletics and water sports, and in all, some of the morning hours are given to the study of school subjects. The Naval School is equipped with navy cutters, and boat drills and rifle practice are a part of the system. In the Cavalry School horsemanship is taught by an experienced cavalry man. The Woodcraft School is under the immediate charge of Dan C. Beard, a writer of boys' books and a leader in the Boy Scout movement. Forestry, natural history, and campcraft are taught. The full equipment of Culver is made use of but the boys of the Woodcraft and Cavalry Schools sleep in specially made tents.

Camp Tosebo, on Portage Lake, Onekama, Mich., is conducted by Noble Hill, principal of Todd Seminary. College men and women supervise the recreation of the boys, who range from six to fifteen years of age.

Camp Kenmore, a "Play School," on Ford Lake, near Fountain, Mich., is conducted by Rev. W. H. MacPherson, of Joliet, Ill., and Professor P. G. Wright, Williamstown, Mass. It is the result of ten years' experience in camp work and has been four years on its present site. The boys govern themselves, and have a mayor, commissioners, and town meeting. There are six instructors and seven councilors and fifty boys enrolled.

Sosawagaming Camp, beautifully located in the Huron Mountain Country at the mouth of the Yellow Dog River, on the shore of Lake Superior, thirty miles above Marquette, Mich., was established three years ago by Clarence E. Snyder (A.M., Illinois, Wesleyan) who spent two years at the University of Goettingen, and was for fourteen years instructor at Girton School, Winnetka, Ill. Last year Mr. Snyder established a winter outdoor school on Captiva Island on the southern Gulf

Coast of Florida, thus providing for the year-round schooling and open air life. Gentlemanly boys from ten to twenty years of age are accepted after interview. The equipment is excellent and there are several well built buildings. There are three auxiliary camps to which trips are made.

Camp Indianola, on Lake Mendota, Madison, Wis., is a beautifully located and well-equipped camp with five permanent buildings, two launches, a work shop, library, and other things in proportion. It was established in 1907 and conducted by F. G. Mueller, an instructor at St. John's Military Academy, from which school come many of the boys and councilors. Tutoring is made a special feature and all the usual water sports are provided. Much is made of music and the councilors are musicians. Formerly limited to twenty-five the camp is now prepared to entertain fifty boys.

Camp Minocqua, on Tomahawk Lake, Minocqua, northern Wisconsin, established in 1904 is directed by John P. Sprague (M.D., Grinnel, Iowa) and Frank A. Gilbert, A.B., 3171 Hudson Ave, Chicago. The boys, nine to sixteen, are graded according to age in three groups, each limited to sixteen boys. The usual camp sports and aquatics are provided, and also canoe trips of one to six days, and for the older boys longer trips to a branch camp. The patronage is largely from Chicago.

Keewatin Camp, on Turtle and Manitowish Rivers, Wis., has been conducted since 1902 by James H. Kendrigan of the Keewatin School. His councilors are of the faculty of the school. The juniors and seniors are kept in separate divisions and differently managed. The buildings are substantial and the camp is well equipped. The boys may sleep either in tents or the dormitory.

Wisconsin Highlands Camp is situated on Plum Lake in the center of the "Park Region of Wisconsin." It is under the direction of William J. Monilaw, M.D., and was established in 1904. Boys of from ten to sixteen years old are received and are divided into three groups according to age. Last season there were eighty-four boys and eighteen councilors and instructors. A camp for parents and other adults is maintained across the lake under the same management.

Cedarvale Ranch and Camps, P.O., Hillsboro, Mon., is near Yellowstone Park, in the Big Horn Mountains of Montana. It is thirty miles from a town at an elevation of four thousand feet and offers all the interest of a western ranch. It was opened to the public in 1914 by its owner, G. William Barry, M.D. There is motor boating on the Big Horn and hunting and fishing in the mountains round about. Not only boys but their parents are also welcomed.

Frederick C. Copp's Camping Trip through the Yellowstone Park has been annually conducted by him since 1911. Mr. Copp, instructor in manual arts in the Union High School,

Turtle Creek, Pa , has had ten years' experience in summer camps for boys. Starting early in July a month's trip is made visiting cities and towns in the West. Two weeks are spent camping in the Yellowstone. Last season five boys from thirteen to sixteen years of age made the trip. There is one councilor to each five boys.

Evans Summer Tutoring Camp, Flagstaff, Ariz , at an elevation of seven thousand feet, is maintained during the summer months by H. David Evans of the Evans School at Mesa. Camping trips are made to many points of interest throughout the surrounding region

Camp Yellowstone, Fort Washakie, Wyo. Charles C. Moore, 95 William St., New York City The thirty boys spend two weeks in camp, the rest of the time in exploring Yellowstone Park. They live the life of the cowboy.

Twin Oaks Ranch School, San Marcos, San Diego Co., Cal., was established in 1905 and has since been maintained by Mr. and Mrs. L. A. Jordan. It offers to boys from eight to fifteen years of age an outdoor summer life in the mountain valleys of southern California. The afternoons are largely given over to horseback riding, tennis, and croquet Some school work is carried on and a week's trip is taken to the sea. Target practice, shooting, and trapping are also in order. The boys come from the East as well as southern California.

Canadian Boys' Camps

The Keewaydin Camps, on Manitou Island in Lake Timagami in the Nipising District of Ontario, lie in the center of a great government forest reserve. This incorporated organization has grown out of the camp established in 1893 by A. S. Gregg Clarke (Harvard '93). Mr. Clarke is assisted by a competent staff of teachers in representative preparatory schools, including two physicians, and by Indian guides and hunters from the Hudson Bay Company's posts. There are three separate camps beautifully located and completely equipped. In addition to the two camps in Canada there is a camp for young boys in Vermont. All three camps enrolled last season one hundred and forty-six. Timagami Wigwam, for older fellows, is on the shore of the Lake at the foot of Devil's Mountain, fourteen hundred feet high. A certificate is given those boys who successfully pass a rigid examination in campcraft and woodcraft. Tutoring is provided for and the staff is unusually competent. The Keewaydin Canoe Trips are planned as the result of long experience and are well organized and afford opportunity for real roughing it and exploration of the more remote portions of the Canadian wilderness.

A special hunting trip is organized in September to northern Quebec, and other special trips for old Keewaydinites to Hudson Bay and the Canadian Rockies. Manitou Wigwam, for young boys from twelve to fifteen, was organized as a separate camp in 1904. It has its own site, equipment, and staff. There are frequent three and four day trips throughout the season, and longer trips are arranged toward the end of the season.

Minne-Wawa, on the Lake of Two Rivers, Algonquin Provincial Park, established in 1910 and conducted by W. L. Wise (Ph.B., Syracuse Univ.), an instructor in Bordentown Military Academy, assisted by Mr. N. W. Fradd, the physical director of Bordentown. Tramping, canoeing trips, fishing, familiarity with wild life, and photography are features of the camp life.

Camp Otter, on Otter Lake, two miles from Dorset, is entering its sixth season under the direction of Charles V. P. Young (Cornell '99). It is a small camp from which boys learn the life of the wilds and gain some educational training. Tutoring is provided if necessary.

Camp Kagawong, on Balsam Lake, Rosedale P.O., has for nine seasons been conducted by Ernest A. Chapman, director of physical training of St. Andrew's College, Toronto. It is a large camp, last year having fifty boys and six masters. The camp is well equipped and in addition to the usual sports, sailing, shooting, shop work, physical education, and life saving instruction are made much of.

Camp Waubuno, Algonquin Provincial Park, Ont., has been conducted by George G. Brower (M.S., Syracuse; A.M., Columbia) of the State Model School, Trenton, N.J. The fifteen boys lead a vigorous outdoor life.

Camp Windigo, Windigo, Ont., is for college men and sportsmen, established in 1914. It is owned and conducted by J. P. Sprague and A. E. Buck, of Grinnell, Ia.

Camp Mooswa, Lake Annis, N S., eighteen miles from Yarmouth, has since 1909 been conducted by George H. Cain, A.B., 12 Goden St., Belmont, Mass. Mr. Cain, a teacher in the Cambridge High and Latin School, has had fifteen years' experience in camping and three years of foreign travel. He gives his whole summer to his twenty boys and his influence is supplemented by that of Mrs. Cain, who is an especially good friend to the younger boys.

GIRLS' CAMPS

Kineowatha Camp, Wilton, seventy-five miles north of Portland, Mr. McColl's camp for girls from eight to sixteen, is in charge of Elizabeth Bass, A.B., who for two years was instructor of physical training, at the Univ. of Wis., and for four years director of physical training and acting dean of women at Colby College. It is located on a portion of the grounds of the Blue Mountain Family Camps. The girls sleep in small bungalows, each accommodating five girls and a councilor. All the usual camp activities, including horseback riding, arts and crafts, and nature study, are provided.

Camp Runoia, on Great Pond, Belgrade, seventy miles from Portland, has been conducted for eight seasons by Miss Jessie C. Pond, principal of the Prospect Hill School, Newark, and Miss Lucy H. Weiser, of the Horace Mann School, New York City. Last year there were thirty-five girls enrolled. In 1915 the camp opens at a new site recently purchased, a short distance from the old camp. Horseback riding and all the usual camp sports are provided.

Camp Abena, on Great Lake, the largest of the Belgrade Lakes, has for nine seasons been conducted by Professor and Mrs. Avery E. Lambert, of Middlebury College, and Mrs. Lambert's sisters, the Misses Hersom. Miss Hortense Hersom, the principal of the camp council, a graduate of the State Normal School, Farmington, Me., and the Teachers' College, Columbia, is now a teacher at the Sidwells' Friends School, Washington, D.C. The camp is beautifully located and sufficiently equipped. Three girls and one councilor sleep in one tent, or sleeping lodge. In addition to the usual camp sports, horseback riding and archery are indulged in. The sixty girls come from eastern states as far south as Washington and from the Middle West.

Camp Glen Eyrie, on Salmon Lake, in the Belgrade Chain, is a small camp, which has been maintained since 1913 by Miss Beatrice E. Tandy, who for ten years has been a public school teacher in Yonkers, N.Y. She is assisted by her mother and father and a graduate nurse. The girls come largely from the public schools about Yonkers. The camp name, Glen Eyrie, means "Nest in the Glen."

Camp Teconnet occupies the whole of Teconnet Island in China Lake, about twenty miles northeast of Augusta. It was established in 1912 and is owned by Mr. Charles F. Towne, assistant superintendent of schools, Providence, Mr. Herbert

L. Rand, Pickering School, Salem, and Dr. Arthur G. Rand, Nantucket. It is conducted under the personal direction of Mr. and Mrs. Towne. Fifty girls were enrolled in 1914.

Alford Lake Camp, South Hope, twelve miles from Rockland, is on a fresh-water lake only a few miles from the ocean. It has been conducted since 1907 by Miss Florence M. Marshall, A.B., Gramercy Park, New York City, and Miss Susan M. Kingsbury, Ph D., 110 Hancock St., Cambridge. The camp is connected with a farm of one hundred and fifteen acres. Instruction is given in cooking and in arts and crafts. Both bungalows and tents are used for sleeping. The girls come largely from New York and New England.

Eden, a camp for girls, at Bluff Point, Long Lake, Harrison, was established in 1910 by F. M. Gracey, 25 Webster St., Somerville, instructor in the Massachusetts Institute of Technology. While Mr. Gracey is owner and business manager, the camp is under the personal direction of Miss Clara Drew, a well-known singer and teacher of music at Syracuse University. Mr. Gracey has a broad knowledge of camp practice, having, for several years, conducted a camp information bureau, and has visited a number of the best camps. The camp is purposely limited to fifteen girls, between the ages of twelve and eighteen. Much is made of mountain climbing and trips both by canoe and on foot. There is an active council of the Camp Fire Girls. Eden Club adjoining, under the direction of Mrs. Gracey, is for older girls and women who wish the recreative advantages of life in the woods without the educational features of the camp.

Camp Songo, Naples, is a camp for Jewish girls, maintained by Miss Sophie R. H. Levy, 545 W. 111th St., New York City. Special emphasis is given to athletic sports.

Highland Nature Club, on Lake Sebago, South Naples, is a camp patronized by the wealthy Jewish families of the eastern states. It was established in 1910 by Miss Estelle B. Davidsburg, principal of the Davidsburg School, and Mrs. Eugene H. Lehman, 114 W. 85th St., New York City. The camp is excellently organized and administered. The girls live in bungalows, six girls and a councilor to a bungalow. The thirty-two girls come largely from New York City.

Sebago-Wohelo Camp, on Lake Sebago, South Casco, has been maintained since 1910 by Mrs. Charlotte V. Gulick, the wife of Dr. Luther H. Gulick, author and publicist. Dr. and Mrs. Gulick started Camp Gulick, on the Thames River, Conn., as a family camp, in 1888, and as their children grew older, admitted other girls on a pay basis. The Camp Fire Girls of America originated at this camp, and to the furthering of this wholesome and profoundly educational movement Mrs Gulick gives her whole time and Dr. Gulick is president of the national association. Last summer eight thousand girls camped out on

the plan carried out by Mrs. Gulick The Gulicks, always unconventional-minded, have for generations been a national asset, and in this work many of the family are interested. Dr. Gulick's brother and his wife conduct Camp Aloha, and Mrs. Farnsworth, of Camp Hanoum, is connected with the same family. The watchword, "Wohelo," of the Camp Fire Girls is derived from the first letters of their slogans, work, health, and love. The camp is admirably administered, well equipped and uniquely located on a high rocky bluff. It is education that a girl gets at this camp,—education of personality and appreciation of nature. Incidentally she may learn something of primitive industries such as jewelry making, weaving, folk dances, as well as cooking, and become an initiate in all the lore and training known only to the Camp Fire Girls.

Tripp Lake Camp, Poland, maintained since 1910 by Miss C. Bettelheim, 46 W. 83d St., New York City, is a large and successful camp for Jewish girls Last year there were ninety girls enrolled and twenty councilors.

Camp Accomac, on Peabody Pond, eight miles from Bridgton, and thirty-five miles from Portland, was established in 1911 by Miss Corinne B. Arnold, 1419 Master St., Philadelphia, Pa., principal of one of Philadelphia's largest public schools and a writer and lecturer. The camp is patronized by the exclusive Jewish families of Philadelphia, New York. Pittsburgh, Baltimore, and other cities. It has been highly successful from the first and now with accommodation for sixty-two girls has a long waiting list There is a central bungalow and arranged about it are the sleeping bungalows, each equipped with modern plumbing. A definite program is followed each day in which the usual camp sports are provided, and individual attention paid to the special needs of each girl.

Wyonegonic Camps, located at intervals on the shore of Moose Pond, Denmark, forty miles northwest of Portland, were established in 1902 by Mr. and Mrs. C. E. Cobb. Mr. Cobb was formerly a teacher in the Moses Brown School, Providence. This is the pioneer and largest camp for girls and has remained for thirteen years under the same management. So popular a camp has it become that now three separate camps are maintained that the girls may be classified as to age and that the number in any one camp may not be too great for personal attention. About two hundred girls in all, from eight to twenty-one years of age, are enrolled from all parts of the United States. Mr. and Mrs. Cobb and Miss M. Rose Giles, Bridgton, Me., for many years head councilor, give their whole year to the supervision of these camps. Miss Mary S Barbour has been for some years in charge of the junior camp. In addition, acting as local superintendents are Dr. and Mrs. Palmer of Swarthmore, Dr. and Mrs. Williams of Worcester, and Dr. and Mrs. Weld of Ithaca. About sixty councilors assist in the three camps The camps are beautifully located and fully equipped, well organized,

and well superintended. Mr. and Mrs. Cobb also run the Denmark Inn, at the foot of the lake, and adjacent is Denmark Encampment for adults and girls over twenty. All the usual camp recreations are provided for, including archery and horseback riding.

Camp Moy-Mo-Da-Yo and Wildwood Lodge, South Limington, is a small camp maintained for the past seven years by Miss F. Helen Mayo and Miss Elizabeth M. Moody, 16 Montview St., West Roxbury, Mass. They are both teachers in the Roxbury schools, and established the camp on a farm long in Miss Moody's family. At Wildwood Lodge, four miles distant on Horn Lake, is a large new bungalow All the usual camp sports, together with æsthetic and folk dancing, are offered. It admits girls of all ages. The camp name is made up from the names of the two directors.

Chatham Woods Camp, on Upper Kimball Pond, South Chatham, near the Maine line, is under the personal direction of Katherine Lewis Bishop, 276 Millhill Ave., Bridgeport, Conn., assisted by Mr. and Mrs Charles K. Bishop. Miss Bishop is a teacher of domestic science and carefully supervises the dietary. The usual camp sports including archery are provided for, and bird study is given attention. Girls from twelve years upwards are received

Pine Knoll Camp, Pequaket P.O., on Iona Lake, at the foot of Chocorua Mountain, was established in 1914, in her own home, by Mrs. Frances Hodges White, 26 King St., Lynn, Mass. Mrs. White is a writer of children's stories, and spent a summer visiting other girls' camps to familiarize herself with their best features. The councilors include graduates of leading women's colleges. Physical culture, archery, basketry, sewing, and folk dancing are featured.

Camp Larcom, Tamworth, opened in 1913 by Mr. and Mrs. S. G. Davidson, to supplement their "Zufrieden" for adults and nearby Camp Chocorua for boys, is a recreation camp for girls of any age who may enter or leave at any time.

Camp Eagle Point, on Stinson Lake, Rumney, in the foothills of the White Mountains, established in 1905, is owned by a company. Dr. and Mrs. James E. Klock are in immediate charge assisted by a council of mature and experienced specialists in camp activities. The girls in the past ten years have come from twenty-one states. There are two two-story board and shingle buildings, containing living rooms and sleeping quarters, though girls may sleep in tents if they prefer. In addition to the usual camp sports, athletics, horseback riding, woodcraft, handicrafts, folk dancing, and special instruction in music, art, and elocution are provided.

Camp Pinecroft, Bristol, N.H, on Newfound Lake, is a small private camp for girls in their teens. As Mrs. Alfred W. Carr, 326 Bay State Road, Boston, conducts this camp inci-

dentally for the benefit of her own daughters, mothers may be sure of an unusual degree of care as to all that conduces to health and happiness.

Mrs. Hassan's Camp, for little girls (Pasquaney Nature Club), seven miles from Bristol, on the shore of Newfound Lake, is one of the older camps, maintained for ten seasons by Mrs. L. H. Hassan, 851 West End Ave, New York City. Mrs. Hassan's motherly personality keeps the girls happy and well. There is a well-built rustic club house and a sunny dormitory, but outdoor sleeping is the rule. The camp is limited to twenty-five girls from ten to twenty years of age Preference is given to younger girls. The patronage is largely from Greater New York and Boston.

Camp Winnetaska, on Little Squam Lake, Ashland, was opened in 1914 by Dr. and Mrs. John B. May of Waban, Mass., on the site of Sherwood Forest Camp Dr. May, a graduate of the Boston University Medical School, is a practicing physician. He has long been interested in ornithology and botany, is a director of the Brookline Bird Club, and has previously been physician at Camp Algonquin and Sherwood Forest Mrs May is a graduate of Vassar. Dr. and Mrs. May are admirably equipped and prepared for the work they have undertaken and their personalities have much to offer girls. The camp is well equipped and the girls sleep in open-air bungalows. Much is made of nature study in a very genuine, original, and informal way. Aquatic sports and canoeing are given much attention and there are many canoe trips about the lake and camping trips to nearby mountains. Instruction, too, is given in the handicrafts and household arts. The first year there were twenty girls from eleven to seventeen years of age, from public and private schools of Boston, Pittsburgh, New York, and Philadelphia. The original council returns with additions. The camp name signifies "The Place of Pleasant Laughter."

Winona Fields Camp, Holderness, on a breezy hilltop overlooking Asquam Lake, is a camp for a small number of girls of all ages, maintained since 1906 by Elizabeth Mitchell Fessenden (A.B., Boston Univ.) and Mary Ropes Lakeman (M.D., Boston Univ.), a practicing physician, 9 Summer St., Salem, Mass. A council of the Camp Fire Girls is maintained. Swimming, boating, outdoor gymnastics, nature study, mountain climbing, water sports, handicrafts, and over-night camping are among the occupations.

Camp Anawan, at the head of Lake Winnepesaukee, Meredith, opened in 1913, is conducted by Mrs. Nellie S. Winchester, Hood Practice School, Lawrence, Mass., Miss Abigail P. Hazelton, principal of the Durell School, Somerville, and Miss Alice B. Hazelton, Runkle School, Brookline, 33 Chatham St., Cambridge, Mass. The camp is on high land, and the two-and-a-half-story main building surrounded by piazzas is supplemented by a lodge partitioned off into sleeping cubicles. Tents also

are provided for those who prefer. It is a recreation camp with the usual camp sports and features. Last year there were thirty girls enrolled and ten councilors.

Camp Acadia, on Lake Winnepesaukee, has for seven seasons been maintained by Dr. and Mrs. J. Grant Quimby, Lakeport, N.H., or 583 Beacon St., Boston, Mass. It is for girls from eight to fifteen years old. There is a council of Camp Fire Girls with the usual occupations.

Camp Pinelands, Center Harbor, is a small camp with a limited, fashionable patronage, under the management of Mrs. Cunio and Mrs. Maria L. Dalton, 132 S. 17th St., Philadelphia, Pa

Camp Fairweather, Scobie Lake, Francestown, six miles from New Boston, and six miles from Greenfield, was opened by Miss Matilda D. Fairweather, 568 Chapel St., New Haven, Conn., in 1911, on an old farm. The old white-painted farm house with the surrounding apple-trees and stone walls, and the typical New England outbuildings, are on an elevation. Below in a pine grove near the lake is the camp cottage. The girls sleep in open-air bungalows. Instruction is given in domestic science, needlework, and handicrafts as well as horseback riding and the usual camp sports. There are about thirty girls from twelve to twenty-three years of age, and Miss Fairweather is assisted by a council of seven, one a man.

The Outdoor Players, Peterboro, is a summer school for the dramatic arts, maintained by Marie Ware Laughton, who has a winter school in Boston. The chief purpose is practice and training in the production out-of-doors of plays, pageants, and pantomimes. It offers outdoor life and sports with systematic training in all the arts of expression.

Sargent Camp, Inc., on Half Moon Lake, Peterboro, is entirely separate and distinct from the Sargent Normal School, the students of which use these same camp facilities in June and September. The camp is inspired by and based upon Dr. Sargent's well-known principles and practices for the physical education of girls and women. Two of the directors are physicians. The purpose of the camp is to give training under expert supervision to girls from twelve to twenty-four in all healthful activities that result in an all-round physical development. In addition to the usual camp sports and recreations, provision is made for a great variety of games, many of which were first introduced into this country by Dr. Sargent. Much attention is also given to social, æsthetic, and folk dancing. Opportunity too is offered in musical and dramatic training and for tutoring if desired. Short trips and hikes are provided. A large tract of woodland of several hundred acres, bordering on a secluded lake, encloses a thirty-acre playing field which is fully utilized. The rustic bungalow of two stories and a large boat house, the upper story of which is used for arts and crafts,

are supplemented by wooden lodges and tents. The permanent staff includes expert teachers and councilors.

Camp Wawonaissa, Lake Spofford, is a summer camp for girls between the ages of ten and fifteen, whose patronage is largely from Roman Catholic families of the eastern states. Mrs. E. LeB. Crofton is house mother of the Newman School, Hackensack, N.J.

Candlewood Hill Camp, Dunbarton, was opened in 1914 by Dr. Bertha C. Guild, a graduate of Boston University, and formerly a practicing physician. Last year it was attended by seven girls, from the region round about.

Camp Robinswood, Gilmanton, is a summer home for girls with excellent equipment and competent supervision. Mrs. E. G. Darrow, 12 Irving St., Newton Centre, Mass., is in charge

Camp Kuwiyan, East Alton, is conducted by Miss Elizabeth D. Embler, Alton, N.H., for a limited number of girls who are personally known to her.

The Aloha Camps include three camps, the original Aloha Camp, established in 1905 by Mr. and Mrs. Edward L Gulick, on Lake Morey, Fairlee, one mile from the Connecticut, and Aloha Club, fifteen miles distant, on Lake Katherine, near Pike, N.H., and Aloha Hive, six miles from Fairlee, established in 1915. The Club was opened by the Gulicks in 1910 to provide for the ever increasing number of girls which the popularity of Aloha continues to bring. "The Hive" will open in 1915, for little girls from eight to thirteen, in charge of Miss Jessie Richardson. Mr. Gulick (A.B., Dartmouth '83; A.M., Harvard '93) was for ten years head of the department of English at Lawrenceville, N.J. Mrs. Harriet Farnsworth Gulick (A B., Wellesley '87) was during the ten years with Mr. Gulick in charge of one of the cottages at Lawrenceville School. Since 1899 their summers have been spent on Lake Morey. They have been remarkably successful in selecting councilors and assistants of great personal power with girls. Miss Bella Coale has for nine years been in charge of the chorus, orchestra, and choir and has made Aloha "the singing camp." Miss Florence Griswold, for five years councilor at Aloha, has been in charge of Aloha Club since 1912. The equipment is all that could be desired, the organization admirable. A variety of interests sufficient to keep the girls always employed and happy, enough discipline to secure safety, health, and good order, and enough liberty to insure the girls a good time make the camp one to which girls return from year to year and bring their friends. The spirit of democratic good fellowship is nowhere more fully realized than at Aloha. A great feature is the inter-camp frolic at the season's end.

Camp Hanoum, Thetford Hill, two miles from the Connecticut, has been conducted since 1908 by Mr and Mrs. Charles H. Farnsworth, Teachers' College, Columbia Univ. It is on the old Farnsworth homestead and the Turkish name, meaning

"lady," was adopted because of an ancestral missionary to Turkey. There is a little pond a mile long and canoeing on the river. Many of the councilors return from year to year and are specialists in various camp activities. Trips are made into the White and Green Mountains. Provision is made for juniors, from eight to fourteen, seniors, from fourteen to eighteen, and the "College Club" is for older girls. Craft activities, basketry, camp cookery, wood blocking, stenciling, modeling work, jewelry work, home cooking, and preserving are concentrated upon in successive weeks There are the usual outdoor sports, including riding, and during the last week the inter-camp festivity and the Thetford pageant.

Camp Ken-Jocketee, one mile from South Strafford, is conducted by Mrs. James W. Tyson, Jr., of South Strafford, a motherly personage, and Miss Emma F. Stringer, Hingham, Mass., an energetic and enthusiastic New England lady of the best type, experienced in teaching girls. There is a large rustic bungalow with a broad veranda and a pleasant outlook. Though some distance from river or lake there is a swimming pool. Girls are provided for in small bungalows, but may sleep in tents if they prefer. All the usual crafts, including pottery, and camp festivities, are arranged for, and horseback riding is made a feature.

Hokomoko Camp, Lake Morey, Fairlee, was opened by Mr. and Mrs. David S. Conant in 1910. Mr. Conant (A.B., Dartmouth '91) is business manager and Mrs. Conant (Mary Ellen Jones, B S., Wellesley '89) has charge of the camp life. All sports, handicrafts, horseback riding, and dancing are provided.

Wynona Camp, Lake Morey, Fairlee, is exceptionally equipped for comfort and pleasure both indoors and out. There is a golf course and tennis courts. All other camp sports and activities are provided including horseback riding and handicrafts. The camp is owned by a stock company, but this coming season it will be under the direction of Miss Jeannie Evans, for many years associate-principal of Dana Hall and now joint principal of Miss Guild and Miss Evans' School, Boston.

Camp Quinibeck, South Fairlee, is a large and successful vacation camp established in 1911. It is now maintained by three equal proprietors and directors, Frank L. Bryant, Erasmus Hall High School, Brooklyn, William W. Clendenin, Wadleigh High School, New York City, and Anna A. Dodge, matron of the camp. Horseback riding is a feature. There is an attendance of about one hundred and twenty-five girls and twenty councilors. All the usual camp sports and handicrafts are offered. No tents are used but there are numerous small bungalows for sleeping purposes.

Camp Farwell, eight miles from Wells River, on a beautiful mountain lake, is maintained by Miss Julia H. Farwell (A.B, Mt. Holyoke; A.M., Columbia), head teacher in Miss Mason's

School for Girls, Tarrytown. The bungalow is the center of the camp life and the girls may live in tents, canvas houses, or under a shingle roof as they prefer. The camp is equipped with electric lights and modern plumbing. Much is made of archery, and special attention is given to singing, arts and crafts, and cooking.

Camp Barnard, Malletts Bay, is maintained in connection with the Barnard School for Girls, New York City.

Wuttaunoh, Northfield, a recreation camp for school and college girls first opened in 1914 by Professor Ethan Allen Shaw, Norwich Univ., assisted by his wife and others. There were eight girls enrolled last season. All the usual outdoor recreations are available, especially horseback riding, and attention is given to nature study.

The Tela-Wauket Camps, Roxbury, in a beautiful situation in the heart of the Green Mountains, were established in 1912, by Mr. and Mrs. C. A. Roys, 10 Bowdoin St., Cambridge, Mass The bungalows of the senior camp pop out from among the trees on the brink of a plateau overlooking the junior camp in the meadow below, and between is the central building with dining hall and recreation rooms Excellent saddle horses are supplied without extra charge and instruction in riding is given by a competent riding master. Mountain climbing and camping trips, swimming, tennis, handicrafts, sketching and field sports occupy the time. Last year over one hundred girls were in camp.

Camp Winneshewauka, Lunenburg, overlooking Neal's Lake, is conducted by Karl O Balch, resident manager. Water sports and horseback riding are features.

Quanset, Cape Cod, now in its ninth season, has been conducted by Mrs. E. A. W. Hammatt, Commonwealth Ave., Newton Center, Mass. In addition to the usual camp activities sailing, music, and weaving are taught.

Sea Pines Camp is situated on the seashore bluffs of the school property, about five minutes' walk from the school buildings. A roomy bungalow is surrounded by eighteen cabins and numerous tents. Last year a hundred girls were in charge of Miss Faith Bickford, assisted by Sea Pines teachers and councilors.

Camp Setucket, Brewster, Cape Cod, for children up to ten years of age, is maintained by Miss A. W. Foster, a registered nurse.

Camp Portinimicut, South Orleans, Cape Cod, in 1910 succeeded to the site and name of Mr. Bell's Camp for Boys. It is conducted by Mrs. Mary F. MacDonough, 371 Talbot Ave., Dorchester, Mass. Three houses on a bluff above the beach are utilized for quarters, but those who wish may sleep in tents.

Camp Chequesset, Wellfleet Bay near the tip of Cape Cod, is beautifully situated and admirably equipped and administered. It was established in 1914 by William G. Vinal (A.M., Harvard), instructor in nature study, R. I. Normal School, Providence, and Alice H. Belding (A.B., Vassar), physical director Randolph-Macon Women's College, Lynchburg, Va. They are assisted by specialists in all camp activities. The camp house is surrounded on all sides by a broad screened porch. The girls sleep in lodges accommodating four, but there are army tents for those who prefer. Folk dancing, gardening, nature study, domestic science, crafts, photography, and wood lore are features.

Mrs. Norman White's Camp for Girls, at Orleans, on Cape Cod, has for four seasons been conducted by her as Camp Nauset. This year it will be a girls' camp exclusively, offering musical instruction and the usual camp land and water sports.

Camp Catamount, Shattuckville, in the Berkshire Hills, was established in 1911 by Alice A. Crouch, Sea Breeze, N.Y., a graduate of Wells College, who studied physical training at the Yale and Harvard schools, and has had several years' experience as a director. It is on a farm by a large artificial lake. Instruction is given in folk and æsthetic dancing, practical sketching, and horseback riding. There is also a council of Camp Fire Girls.

Sebowisha Camp, overlooking the Thames River, eight miles north of New London, has for four seasons been conducted by Miss Marion R. Smith, R. F. D. No. 7, Norwich, Conn., and Christine H. Smith, instructor of physical training, St. Agnes School, Albany. The camp is on a farm which supplies fresh provisions. All outdoor games and water pastimes are provided for and handicrafts are taught.

Shampishu, near New Haven, at South End Cove, on the Sound, was opened in 1914 by the New Haven Normal School of Gymnastics. Nine girls were enrolled under the charge of Eunice R. Augur, physical director of the Beechwood School, and Eula N. Ableson, director of the kindergarten training department of the same school.

Camp for Girls, Mulberry Point, Guilford, is maintained by Mrs. Theodora Ames Hooker, High School, Saugus, Mass., in four cottages on the seashore. She aims to give girls of high school or college age a healthful vacation at a moderate price. An average of twenty-three girls was enrolled in 1914.

Camp Sunnyside, Wilton, a recreation camp, on a farm in southeastern Connecticut, is ten miles from the Sound. It is for girls from eight to twenty and boys from eight to twelve, maintained by Dr. and Mrs. James F. Rogers, 447 George St., New Haven. Dr. Rogers is a physician and Mrs. Rogers is a graduate of Vassar and an experienced teacher.

Camp Harmony, at Jamesport, L.I., near Great Peconic Bay, is conducted for girls from eight to fourteen years old, by Mrs. W. M. Stonehill, assisted by Miss E. I. Giles.

Black Elephant Camp, Lake George, established in 1910, enrolled fifteen girls in 1914. The girls live in a two-story house on the edge of the lake and lead the normal outdoor life. A home atmosphere is afforded by the simple and careful chaperonage of Miss Theoda F. Bush, of Dana Hall School, Wellesley, and Miss Kate B. Wallace of Radcliffe College.

Camp Cedar, Schroon Lake, in the Adirondacks, is a small camp for girls and women from sixteen to twenty-five years of age, which has been conducted since 1912 by Miss Alice G. Fox, 4048 Chestnut St, Philadelphia, Pa.

Halcyon Camp, Fern Ridge, Pocono Mountains, Pa., is maintained by The Misses Metcalf's School, Tarrytown, N Y.

Pine Tree Camp, at an elevation of two thousand feet, in the Pocono Mountains, was established in 1911 by Miss Blanche D. Price, 905 S. 47th St., Philadelphia, Pa. The camp council consists of experienced teachers and college-bred women. Domestic science, nature study, handicrafts, dancing, and tutoring are offered and the lake and fields and mountains afford opportunity for all the usual outdoor sports, including horseback riding.

Trail's End Camp, on the Kentucky River, in the Blue Grass Country, thirteen miles from Lexington, Ky., on a large farm, was established in 1913 by Miss Mary De Witt Snyder, a graduate of the New Haven Normal School of Gymnastics. Horseback riding, swimming, boating, and a two-week trip in the mountains and to Mammoth Cave, are featured.

Camp Wyndcroft, at Kingsville, among the hills of northeastern Ohio, two miles from Lake Erie, is maintained by Mrs. Artemas B. Luce, 44 Hamilton Road, Glen Ridge, N.J. It is for girls from ten to sixteen years of age. Boating, swimming, riding, and work in all sorts of handicrafts occupy the time.

Camp Michigamme, Lake Michigamme, Mich., established in 1911, is successfully conducted by Mrs. Caroline S Rowell, A.B., 8607 Independence Road, Kansas City, Mo. Mrs. Rowell is a Christian Scientist but her girls are of all faiths. She had previously had experience in teaching and as a councilor in other camps. The camp is limited to forty girls drawn from the private schools of the Middle West.

Sandstone Camp, Green Lake, Wis., overlooking the lake, has been conducted since 1912 by Miss Elva I. Holford, former preparatory principal at Grafton Hall, Fond du Lac, and Miss Esther G. Cochrane (A.B., Wis. '10), of Oak Hall, St. Paul. Nine councilors assist them with the thirty-five girls who are offered the usual camp sports, nature study and handicrafts.

COMPARATIVE TABLES

EXPLANATION OF TABLES

Something of the nature and purpose of these comparative tables has already been alluded to in the *Editor's Foreword* (page xiv), but some further word of explanation is perhaps necessary to make the greatly condensed information readily comprehensible.

The arrangement under each classification is geographically by states, beginning with Maine and continuing South and West, the schools of each state being arranged alphabetically. The purpose has been to present the most significant facts about each school in tabulated form so that schools of a region and a class may readily be compared.

A blank tabular form with the request that it be filled in so far as possible was sent to each school, with notice that "a note accompanying this table will explain that where spaces are left blank, the school has failed to send the information requested." The greater number of schools responded promptly, often with a wealth of information, from which the relevant portions have been selected.

The information here tabulated is in general as supplied by the Head of the School, and where spaces are left blank, it is due to the failure of the school to furnish the information requested. In future editions it is hoped these tables may be made much more complete.

The schools separately treated in the text in the chapter of Historic Schools will be found under their proper classification in the table of Boys' Schools or Co-educational Schools.

The explanatory headings at the top of each table, though necessarily abbreviated, will be easily understood. All the tables give the Name and Location of each school, and its Head with the proper title, Head Master, Principal, or President. Where such distinction or specification is necessary a further indication of the Classification (Class.) of the school is given in the second column, as: Boarding (Bdg.); Country Day (Co. D); Tutoring (Tut.).

The Date of Establishment (Est.), and the maximum Tuition (Tui.), which in the case of boarding schools includes board, are given. In most of the tables there will be found also the number of the Faculty (Fac.); the Length of the Course (L. of C.); the Enrollment during the current year (Enr. '14); the per cent of those who returned from the previous year (% ret.); the number of Alumni (Al.); and the number of organized Alumni Associations (Al. As.). In the last column

are given such Special Features as the school emphasizes, or which seem most characteristic of the school.

In the Table of Boys' Schools an attempt has been made to show not only the number of boys entering college during the decade 1900–10 (Ent. col. '00–'10), but also, what is perhaps more significant, the number of those who not only entered but completed their college course and took degrees (Tak. deg. '00–'10). In justice to the younger schools whose records do not extend so far back the adjacent column gives the number of boys entering college in the year 1914 (Ent. col. '14) and the number of boys taking degrees in 1914 (Tak. deg. '14).

In the Tables of both Girls' and Boys' Schools it seemed of some significance to attempt to give the educational and academic associations of which the principal was a member (Head Master; member of) and also the academic associations of which the school is a member (School; member of), or the colleges to which the school is accredited (School acr. to).

In the Table of Military Schools are given not only the Date of Establishment (Est.) but the Date of Establishment of the Military System (Mil. Est.), which is often much later. The Hours per week devoted to instruction in Military Theory (H. M. Theory) and the Hours per week to Military Drill are recorded where known. The classification of the school by the U. S. War Department on the basis of the efficiency of its military system have been given (Class. U. S. War Dept.). The War Department annually designates ten "Honor Schools" selected among those of the country for the highest efficiency of their military system. Similarly military institutions doing work of collegiate grade are given the title "Distinguished Institutions" (Dist. Inst.). Other schools whose military system is commendable are designated as in "Class M."

In the Tables of Special Schools it has seemed desirable to indicate wherever possible the form of Control (Contr.), whether the school was a private enterprise, incorporated under a board of trustees, or supported by an association. For some of the special schools the Entrance Requirements (Entr. Requirements) and Age Limits (Age L.) established by each school are given as well as the Section of the country from which the Patronage chiefly comes (Section of Patr.). In the Tables of Art and Music Schools are given both the total number of the Faculty (Fac.) and the number of the Faculty giving Full Time (Fac. F. T.). In the Tables of Kindergarten Training Schools the period of Probation (Probation) required before a student is accepted for final training is indicated.

In the Tables of Camps are given the dates of Opening and Closing (Opens, Closes), the Fee for the full season (Fee), and, where so accepted, for the Half Season (½ Sea.), and, where the distinction is made, the number separately of Instructors (Instr.) and Councilors (Coun.).

ABBREVIATIONS IN THE BODY OF THE TABLES

Acr. N. E Colls.—Accredited to New England Colleges.
Affil.—Affiliated.
All Colls. Acc. Certs.—All colleges which accept certificates.
Am As Adv Sci.—American Association for the Advancement of Science.
Am Phil. As —American Philological Association.
Amer Phys Ed. As —American Physical Education Association.
Ap Des.—Applied Design
As Coll. Sch. So. St.—Association of Colleges and Secondary Schools of the Southern States.
As Coll. Sch. Mid. St.—Association of Colleges and Preparatory Schools of the Middle States and Maryland
As. Math. Teach. Mid. St. & Md —Association of Teachers of Mathematics in the Middle States and Maryland.
As Mid. St.—As. Coll. Sch. Mid. St.
Cal As. of T. of Eng.—California Association of Teachers of English.
C. D. A of A —Camp Directors Association of America
Ck. Sch.—Cooking School.
Class. As. of So. & Mid. St.—Classical Association of the Middle West and South.
Cons.—Conservatory.
Des.—Design.
Do Sc.—Domestic Science.
Dra.—Dramatic.
Ec.—Economics.
Elo —Eloquence.
Harvard T. A —Harvard Teachers' Association.
Hd. Mast. As —Head Masters' Association.
Head Mistr. As.—Head Mistresses' Association of the East.
Head Mistr. As. Mid. W.—Head Mistresses' Association of the Middle West.
Ho. Sc.—Household Science.
H. Sch. Educ.—High School Education.
Ind. Art —Industrial Art.
Inl. Emp. T. A.—Inland Empire Teachers' Association.
Kind. Tr.—Kindergarten Training.
Man. Tr.—Manual Training.
Math. As. Mid. S. & Md.—Mathematical Association of the Middle States and Maryland.
Miss. Val. Hist. As.—Mississippi Valley Historical Association, Teachers' Section.
Mt Hol.—Mt. Holyoke.
N. E. A.—National Education Association.
N. E. As.—New England Association of Colleges and Secondary Schools.
N. E. Mod. Lang. As.—New England Modern Language Association.
Norm.—Normal.
No. Cent. As.—North Central Association of Colleges and Preparatory Schools.
O'ry—Oratory.
Penn. Mus.—Pennsylvania Museum.
Ph. Ed.—Physical Education.
R. C.—Roman Catholic.
Sch. Mast. As. of N.Y.—School Masters' Association of New York.
Sch. Mast. Cl. of N.Y.—School Masters' Club of New York.
S. Ed. A.—Southern Educational Association.
Stanf.—Leland Stanford University.
Tr. Sch.—Training School.
Vas.—Vassar.
Vocat.—Vocational.
Welles.—Wellesley.

NEW ENGLAND

Name Location	Class.	Head (with degrees) Title	Est. Tu	Fac. L of C	Enr. '15 % ret
Abbott Farmington, Me	Bdg	GEORGE D CHURCH, A.M. Head Master	1844 $700	6 4–6 yrs.	40 95%
The Lanier Home School Eliot, Me.	Bdg	Mr. and Mrs SIDNEY LANIER	1914		
The Holderness School Plymouth, N H.	Bdg	Rev. L WEBSTER, L.H D. Rector	1879 $500	6 5 yrs	
Phillips Exeter Academy Exeter, N H.	Bdg	LEWIS PERRY, A B, M A. Principal	1781 $150	33 4 yrs	572 50%
St. Paul's School Concord, N H	Bdg	Rev. SAM'L S DRURY, A B. Head Master	1855	38 6 yrs	
The Stearns School Mt. Vernon, N.H	Bdg.	ARTHUR F STEARNS, A.B.	 $750	4 10 yrs	
Vermont Academy Saxtons River, Vt.	Bdg.	Dr. GEORGE B LAWSON Head Master	1876 $450	10 6 yrs.	72 50%
The Allen School West Newton, Mass.	Bdg	H. B GIBBS, A.B. Head Master	1853 $800	7	
Berkshire School Sheffield, Mass	Bdg.	SEAVER B. BUCK, A B. Head Master	1907 $1000	9 6 yrs	62 48%
The Browne and Nichols School Cambridge, Mass	Day	G H BROWNE, A M. Rev. W. REED, A M.	1883 $300	10 7 yrs	120
Chauncy Hall School 553 Boylston St., Boston, Mass.	Day	FRANKLIN T KURT Principal	1828		
The Country Day School for Boys of Boston Newton, Mass.	Co D	SHIRLEY K KERNS, A B. Head Master	1907 $325	11 8 yrs	145 85%
The Danforth School Framingham, Mass.		JAMES C. FLAGG, A.B Master	1910 $800	7 12 yrs	
The DeMeritte School 815 Boylston St., Boston, Mass	Day	EDWIN DEMERITTE, A.B. Principal	1900	3	20 20%
Dummer Academy South Byfield, Mass.	Bdg Day	CHARLES S. INGHAM, Ph D Master	1763 $650	9 8 yrs.	62 50%
The Fay School Southborough, Mass.	Bdg.	WALDO B FAY	1866 $950	8 4 yrs	80 65%
The Fessenden School West Newton, Mass.	Bdg	FRED. J. FESSENDEN, A M. Head Master	1903 $900	11	85
Groton School Groton, Mass	Bdg	Rev ENDICOTT PEABODY Head Master	1884 $950	20 6 yrs.	160
The Hallock School Great Barrington, Mass	Bdg.	GERARD HALLOCK, A M. Head Master	1908 $800	5 7 yrs	

Al. Al As.	Ent col '00–'10 Tak deg '00–'10	Ent col '14 Tak deg '14	Head Master; member of School; member of	Special Features
200 1	15	8	N E. As.	For forty boys.
				Unconventional, informal education.
				Diocesan School of N.H.
4,500 6	520 450	100 90	Hd. Mast. As. N E As Coll. and Sch.	Eminent alumn.
				Episcopal Church School.
				Prep for Phillips Academy.
1,000 5	100 80	14 12	N. E. As of Teach of Eng.	Superb location. Winter sports.
				Country Day School features.
92	61	14	Hd. Mast. As.	Remarkable, healthful location.
450 1			N. E. As., Hd. Mast. As.	Country Day School features.
				Prep. for Mass. Inst. of Tech.
33 1	33	13	N. E A.	
				For young boys.
150 1	50 42	6 2	N E As.	Individual attention.
600 1		6 5	N. E. As., Hd. Mast. As.	
600				For young boys.
				For young boys

Location	Class	Title	Tui	L. of C	% ret.
The Huntington School Huntington Ave., Boston, Mass	Day	Ira A. Flinner, A.B., A M Head Master	1909 $200	25 4–7 yrs	350 50%
Lawrence Academy Groton, Mass	Bdg	Arthur J. Clough, A.M.	1793 $100	6 4 yrs	40 60%
Mr. Legate's Private School 66 Beacon St., Boston, Mass.	Day	B. J. Legate Head Master	1851 $300		
The Longwood Country Day School Longwood, Mass.	Co D	Robert L Cummings			
Middlesex School Concord, Mass	Bdg	Frederick Winsor Head Master	1901 $950	15 6 yrs	115
Mill Brook School Concord, Mass	Bdg. Day	Wilmot R. Jones Head Master	1911 $800		
Milton Academy Milton, Mass	Bdg Day	Frank E. Lane Head Master	1798 $900	14 6 yrs	
The Mitchell Military School Billerica, Mass	Bdg.	Alex H Mitchell, A B. Principal	1870 $800		
Monson Academy Monson, Mass.	Bdg. Day	Henry F. Dewing Principal	1804 $300	8 4 yrs.	
The Mount Hermon School Northfield, Mass.	Bdg.	Henry F. Cutler, A M. Principal	1881	35 6 yrs	
The New School Wellesley Hills, Mass.	Co.D.	Edmund B. Barton, A.B.	1912 $350	7 6–12 yrs.	19 90%
Noble and Greenough School 100 Beacon St., Boston, Mass.	Day	Geo. W. C. Noble, A.M. Head Master	1860 $300	11 8 yrs	225
William W. Nolen Cambridge, Mass	Tut.	William W. Nolen Principal	1884 $2 50	64 per hr.	
Northside College Prep. School Williamstown, Mass	Bdg.	E. H. Botsford, A M.	1900 $600	6	12
Phillips Academy Andover, Mass	Bdg	Alfred E Stearns, A M., Litt.D. Principal	1778 $150	40 4 yrs	562 60%
Pine Brook School Worthington, Mass.	Bdg.	Miss R. B. Dickinson			
The Powder Point Sch. for Boys Duxbury, Mass.	Bdg.	Ralph H. Bearce, A M. Head Master	1886 $700	8 7 yrs.	45 60%
Red House Groton, Mass.	Bdg.	Carleton A. Shaw, A.B.			
Roxbury Latin School Roxbury, Mass	Day	D. O. S. Lowell Head Master	1645		
St. Mark's School Southborough, Mass.	Bdg.	William G Thayer, A.B., A.M., D.D.	1865	15 6 yrs.	140 80%
The Sedgwick School Great Barrington, Mass.	Bdg.	Edward G. Van Lennep Principal			
The Stone School 59 Chestnut St., Boston, Mass.	Day	C. W. Stone, A.B., A M.	1879 $250	5	47 45%

Al. Al. As.	Ent. col. '00–'10 Tak. deg. '00–'10	Ent. col. '14 Tak. deg. '14	Head Master; member of School; member of	Special Features
61 1	20	27	N. E. As.	Vocational advice. Phys. Training, Y.M.C.A facilities.
700		3 4		Individual attention.
				For young boys.
				Prep. for Harvard.
				Small school for young boys.
				Prep for Harvard.
				For young boys.
				In an old New England village.
				Moderate tuition.
5			Harv. T. A. As. of Am. Co. D. Sch.	Keeps girls 6 yrs., boys 12 yrs.
				Harvard Preparatory.
		150		Tutoring for Harvard College.
100	45 15	5 2		A tutoring school. Personal attention.
8,000 15	1,305 647	168 92	N. E. As., Hd. Mast. As	Eminent alumni.
280			N. E. As.	Location on seashore.
				For young boys only.
				Oldest existing private secondary school in New England.
900 4	250 225	22	N. E. As., Hd. Mast. As.	Episcopal Church School.
				Home School. Outdoor life.
700 1	250	32		Tutoring. Athletics.

Name Location	Class	Head (with degrees) Title	Est. Tui	Fac. L of C	Enr. '15 % ret
Edwin Bryant Treat's School Martha's Vineyard, Mass.	Bdg	EDWIN B. TREAT			
Trinity School Lenox, Mass	Day	Miss LIPPINCOTT Principal			
The University School 899 Boylston St, Boston, Mass	Day	REST F CURTIS, A.B E C. WEBSTER, A B, B D	1910 $200	2 4 yrs	7 42%
Volkmann School 415 Newbury St., Boston, Mass	Day	A L K VOLKMANN, A B Principal	1895 $300	9 7 yrs	65 65%
Wilbraham Academy Wilbraham, Mass	Bdg.	GAYLORD W DOUGLASS Head Master	1817 $700	8 4 yrs	65 50%
Williston Seminary Easthampton, Mass	Bdg	JOSEPH H. SAWYER, L H D Principal	1841 $100	13 4 yrs	178
Worcester Academy Worcester, Mass	Bdg	D W ABERCROMBIE, LL D Principal	1834	19 4 yrs	
Cloyne House School Newport, R.I	Bdg.	O W HUNTINGTON, A B. Principal	1896 $1000	5 5 yrs	30 90%
The Morris Heights School Providence, R I	Day	J S. FRENCH, A.B, Ph D Principal		10 12 yrs.	90
St. George's School Middletown, R I	Bdg.	Rev J. B. DIMAN, A B, A M	1896 $900	16 6 yrs	128
The Shepard School Wickford, R.I.	Bdg Day	FRED W BURNHAM, M A. Principal	1914	4 8 yrs	
The Booth Prep. and Tutoring School. New Haven, Conn	Day	GEORGE A. BOOTH Principal			
Brunswick School Greenwich, Conn	Day	G E CARMICHAEL, A B. Head Master	1902 $350	6 3–6 yrs	114 75%
The Cheshire School Cheshire, Conn	Bdg.	PAUL KLIMPKE Head Master	1794		
The Choate School Wallingford, Conn	Bdg	GEO C. ST. JOHN, A B. Head Master	1896 $950	15 6 yrs	125 75%
Connecticut Literary Institute Suffield, Conn	Bdg.	HOBART G TRUESDELL Principal	1833		
The Curtis School Brookfield Center, Conn	Bdg	F S. CURTIS, Ph B Principal	1875 $700	5 5 yrs	25 65%
The Gunnery School Washington, Conn.	Bdg.	J. C. BEINSMADE, A B. Head Master	1850 $800	8	60 70%
Hamden Hall Whitneyville, Conn	Co D	JOHN P. CUSHING, A.B., Ph D.	1912	6	30
The Hargrove New Haven, Conn	Bdg.	PINCKNEY H HARGROVE			
The Harström School Norwalk, Conn.		CARL A. HARSTROM, A.M., Ph D	1893 $1000	8 3 yrs.	24 40%
Hopkins Grammar School Yale Sta, New Haven, Conn.	Bdg Day	ARTHUR B WOODFORD, A.M, Ph D Head Master	1660 $100	8 6 yrs.	70 50%

Al. Al. As.	Ent. col. '00–'10 Tak. deg '00–'10	Ent. col '14 Tak. deg '14	Head Master, member of School; member of	Special Features
				Summer at Martha's Vineyard. Winter at Helenwood, Tenn.
				Patronized by Lenox colony.
100 1	1 1	2 1	N E. As.	Small classes. Individual attention.
300 1	202 185	10 13	Harv. T. A., N. E. Mod. Lang. As., Clas As. of N E.	Harvard Preparatory. Individual attention.
3,000 6				
7				Five buildings. Scientific and Preparatory Department.
				Class. and Scient. Courses. The Megaron (club and trophy r'm).
200 1	50 40	6 5		Boys have & build boats. Outdoor wint. camp on sch. gr'ds.
				Physical training a feature.
				Wonderful location facing sea.
				Special care for physically deficient.
				Tutoring for Yale.
34 1	9 4	6 1	Sch. Mast. As. of N. Y.	Unusually efficient equipment.
				Prominent alumni.
200 5	50 45	20 10		In a quiet New England village.
				College Preparatory and Business Courses.
				Duties and work outside of school.
900	59	3 5	Hd. Mast. As.	
			Hd. Mast. As.	Modern equipment.
				Tutoring for Yale.
327	275 120	16 12	Am. Phil. As., Sch. Mast. As. of New York.	Tutoring for Yale.
1,586	138 14	8 8	Hd. Mast. As., N. E. A.	Preparatory for Yale.

Name Location	Class	Head (with degrees) Title	Est. Tui	Fac. L of C.	Enr '15 % ret.
The Hotchkiss School Lakeville, Conn	Bdg	HUBER G BUEHLER, A.B, Litt D.	1891 $900	24 4 yrs	259 75%
Kent School Kent, Conn.	Bdg	FREDERICK H SILL, A.B. Head Master	1906 $350	10 5 yrs	120 75%
The King School Stamford, Conn.	Bdg Day	R E REARICK, A B., M S Head Master	1876 $150	6 11 yrs	72 78%
The Loomis Institute Windsor, Conn.	Bdg. Day	N. H. BATCHELDER, A.M Head Master	1914	9 4 yrs	42
Pomfret School Pomfret, Conn	Bdg	Rev WM. BEACH OLMSTED, L H D. Head Master	1894 $900	11 6 yrs.	130
The Ridge School Washington, Conn	Bdg Day	MRS W C. BRINSMADE	1894 $750	3	12
Ridgefield School Ridgefield, Conn.	Bdg.	ROLAND G. MULFORD, A.B, Ph.D. Head Master	1907 $850	7 6 yrs.	39 54%
The Rosenbaum Tutoring School New Haven, Conn.					
Roxbury Tutoring School New Haven, Conn		J. W. LOWRANCE Director	1910		
Rumsey Hall Cornwall, Conn.	Bdg.	L. H. SCHUTTE, A B., A.M. Head Master			
Salisbury School Salisbury, Conn.	Bdg	Rev. GEO. E. QUAILE, M.A.	1901 $900	7 5 yrs.	57 60%
The Sanford School Redding Ridge, Conn.	Bdg.	DANIEL S SANFORD Head Master			
Stamford Preparatory School Stamford, Conn.	Bdg. Day	ALFRED C. ROBJENT Director			
The Taft School Watertown, Conn.	Bdg.	HORACE D. TAFT, M.A. Head Master	1890 $1000	16 5 yrs.	170 73%
The Thorpe School of Tutoring Stamford, Conn.	Bdg.	EDWARD O. THORPE			
University School Bridgeport, Conn.	Day	VINCENT C. PECK, A B. Head Master	1892 $150	4 4 yrs.	50 70%
The University School New Haven, Conn.	Bdg.	GEORGE L FOX, A.M. Principal	1901 $500		
Westminster School Simsbury, Conn.	Bdg.	W. L. CUSHING, A B., A.M.	1888	10 6 yrs.	68 75%

MIDDLE STATES AND MARYLAND

The Adirondack-Florida School Rainbow Lake, N.Y.	Bdg.	L H. SOMERS, A.B. Head Master	1903 $1600	6 5 yrs.	27 70%
Albany Academy Albany, N.Y.	Day	HENRY P. WARREN Principal	1813		200
Allen-Stevenson School for Boys 50 E. 57th St., N.Y. City	Day	FRANCIS B ALLEN, A.B. R. A. STEVENSON, A.B.			

Al. / Al. As.	Ent col. '00–'10 / Tak deg. '00–'10	Ent col. '14 / Tak deg. '14	Head Master; member of School; member of	Special Features
			Hd. Mast. As.	Beautiful location.
76 / 1	17	18 / 10		Simple life. Self-reliance.
400 / 5	73 / 116	5 / 6		Small classes. Athletic field of 10 acres.
			N. E As. of Teach. of Eng.	Agriculture, Business, College Prep. Courses. 100-acre farm.
				Episcopal Church School
				For young boys from 5 to 7 years. Home care. Healthful c'try.
54 / 1	18 / 10	4 / 5	N E. As., Hd Mast. As	900 feet above the sea. 118 acres Lake a mile long.
				Tutoring for Yale.
				Tutoring for Yale.
				For young boys only.
38 / 1	16 / 10	8 / 3	N. E. As , Hd. Mast As	Episcopal Church School.
				A school on a farm.
		35 / 35	N. E. As , Hd. Mast. As.	New buildings Thorough instruction.
150 / 1		5 / 4		
	200	25	Hd. Mast. As., N. E As.	Small classes Tutoring.
350 / 3	76 / 70	8 / 6		Preparatory for Yale.

MIDDLE STATES AND MARYLAND

100	22	3	Hd. Mast. As.	Winter at Cocoanut Grove, Fla
				Military Drill required. Cavalry troop.
				Special attention to physical development.

Name Location	Class	Head (with degrees) Title	Est. Tui	Fac. L of C	Enr '15 % ret.
The Barnard School W. 244th St, N.Y City	Day	Wm L Hazen, A B, LL B Head Master	1886		
Bedford School Bedford, N Y.	Bdg	R S Conover, Jr Head Master	1906		
Berkeley School 72d St & W. End Ave, N Y. City	Bdg Day	M S. H Unger, A.B, A M Head Master	1880 $1000	10 11 yrs	120 60%
Bovee School 4 E. 49th St., N.Y City	Day	Kate Bovee	1890		
The Brown School of Tutoring 241 W 75th St, N Y City	Bdg. Day	F. L. Brown, S B. Head Master	1910	14 4 yrs	81
The Browning School W 55th St, N.Y. City	Day	John A. Browning, A.B, A M	1887		
The Buckley School for Boys 696 Madison Ave, N Y. City	Day	B Lord Buckley, A B Head Master	1913 $400	7 8 yrs	30 90%
The Carpenter School 310-312 W End Ave, N.Y. City	Day	H M Carpenter Head Master	1900		
Cascadilla School Ithaca, N Y	Bdg.	C. W. Parsell, A M Principal	1870		90
Christ Church School Kingston-on-Hudson, N Y.	Bdg.	Rev J. Morris Coerr Rector	1900 $600	3 12 yrs	15 75%
Collegiate School 241 W. 77th St, N.Y City	Day	Arthur F Warren Head Master	1638		
Columbia Grammar School 93d St. & Cent. Pk. W., N Y City	Day	B. H Campbell, A M. F. F. Wilson, A.M.	1764		
The Craven School Mattituck, L.I, N Y.	Bdg.	C. E Craven, A M, D.D.	1913 $750	2	4 100%
The Cutler School 49 E 61st St., N.Y. City	Day	A. H Cutler, A.B., Ph D	1876 $500	11 12 yrs.	100 75%
The Flatbush School Newkirk Ave., Brooklyn, N Y.	Day	Dwight R. Little Principal			
Franklin School 18 W. 89th St, N.Y. City	Day	Dr Otto Koenig Principal	1872		
The Hackley School Tarrytown, N.Y.	Bdg.	Walter B Gage, A B. Head Master	1899		120
Hamilton Institute for Boys 599 W. End Ave, N.Y. City	Day	N. A. Shaw, Jr, A B.M A Principal	1892	10	85
Heathcote School Harrison, N Y.	Bdg	Arthur D. Ayrault, A B.	1901		
The Holbrook School Briarcliff Manor, N.Y.	Bdg.	Dwight Holbrook	1866		80
Hoosac School Hoosac, N.Y.	Bdg.	Rev. Edward B. Tibbits			
Horace Mann School W. 246th St, N.Y. City	Day	Virgil Prettyman, A.B., A M, Ph.D. Principal	1887 $300	23 6 yrs.	250

Al. / Al. As	Ent col. '00–'10 / Tak deg. '00–'10	Ent. col. '14 / Tak deg '14	Head Master; member of / School; member of	Special Features
				Country Day feature.
				For young boys.
1	200	6	Sch Mast. As. of N Y.	All-day care of day students.
				For young boys.
	98	15	Sch. Mast. As of N. Y.	A tutoring school. Individual work.
				High-class tutoring school.
			Sch Mast. As. of N. Y.	Small classes. Culture of the small boy
				Individual attention. Manual training.
				Tutoring for Cornell.
				English educational system. Special attention to little boys.
				Oldest private school in United States.
				Individual training.
800 1	170	12	Sch. Mast. As. of N. Y.	Eminent alumni.
				Kindergarten and Elementary only.
				Complete courses from Primary to College.
				Beautiful situation. Lower sch. a half mile distant.
200	80 60	12 5	Sch. Mast. As of N. Y.	College preparation and athletics emphasized.
				For young boys.
				Overlooks forty miles of the Hudson.
				Episcopal Church School.
700 1	350	40	Hd. Mast. As., As. Mid St.	Country Day School. 15-acre playground.

Name Location	Class	Head (with degrees) Title	Est. Tui	Fac. L. of C.	Enr '15 % ret.
The Irving School 35 W. 84th St, N Y City	Day	Louis D Ray, A B, A M, Ph D Head Master	1890 $450	12 11 yrs	80 75%
Kelvin School 331 W. 70th St, N.Y City	Day	G. A. L Dionne, A M Head Master	1904		15
Kirmayer School 34 E. 60th St., N Y. City		F H Kirmayer, S B	1907 $600	7 10 yrs	42 70%
The Kohut School for Boys Riverdale-on-Hudson, N.Y.	Bdg Co D	H. J Kugel, A.B Henry Friedrich	1908		
Kyle School Irvington-on-Hudson, N.Y.	Bdg.	Dr Paul Kyle	1890		
The Lake Placid School Mirror Lake, Lake Placid, N.Y.	Bdg	John M Hopkins, A.B.	1905	8	40
La Salle Academy 44 E. 2d St., N Y. City		Rev Brother Arnold Principal	1848		
La Salle Institute Troy, N Y.		Brothers of the Christian Schools	1853		
Loyola School Park Ave, N Y City	Day	Rev David W. Hearn Principal	1900		
Mackenzie School Monroe, Orange County, N Y.	Bdg.	Rev. J. C. Mackenzie, A.B., Ph D. Director	1901	12 6 yrs	100
Massee Country School Bronxville, N.Y.	Bdg. Day	W W Massee, A M, Ph.D Head Master	1907 $400	6 12 yrs	62 80%
The Mountain School Allaben, N Y	Bdg.	E. G. Brown, A B, M D. Director	1908	5 8 yrs	32 50%
New York Preparatory School 15 W. 43d St., N.Y. City	Day	Emil E. Camerer, M.A, LL B Principal	1888 $150	15	300 50%
Brooklyn Branch N.Y. Prep. Sch. 545 Franklin Ave, N.Y. City	Day	Emil E Camerer, M A., LL B. Principal	1888 $150	15	250 50%
Dwight School 15 W. 43d St., N.Y. City	Day	Emil E Camerer, M.A., LL B. Principal	1880 $150	10–15	105 20%
Nichols School [N Y. Amherst & Colvin Sts., Buffalo,	Co.D.	J. D. Allen, A B, A M. Head Master	1892 $300	11 6 yrs	135 60%
Pawling School Pawling, N.Y	Bdg	F. L Gamage, A.B. Head Master	1907 $875	11 5 yrs	149 88%
Mr. Alfred W. Pinneo 801 Madison Ave., N Y. City	Day	Alfred W. Pinneo	1914		
Polytechnic Preparatory School 99 Livingston St, Brooklyn, N Y.	Day	F. R. Lane, A.M., M D. Head Master	1889	9 yrs	500
Prospect Heights School 51 7th Ave, Brooklyn, N Y	Day	Wm K. Lane, A B. Principal	1899		65
The Raymond Riordon School Highland, Ulster County, N.Y.	Bdg.	Raymond Riordon President	1914 $800	7 7 yrs.	35 85%
Repton School Tarrytown, N.Y.	Bdg.	O. C. Roach Mrs L. M Henly	1906		

Al. Al As.	Ent col. '00–'10 Tak. deg '00–'10	Ent. col. '14 Tak. deg. '14	Head Master; member of School; member of	Special Features
350	85	10	Sch Mast. As. of N. Y., As. Mid St.	Individual attention.
				Individual attention.
50	4	1 2		Individual attention.
				For boys of Jewish families.
				Military Drill a feature.
				Winter at Cocoanut Grove, Fla.
				R. C. School.
				Military Drill. R. C School.
				R C. School.
500 4	200	13	Hd Mast As.	Summer session. Individual attention.
100 1	100	8	Sch. Mast. As. of N.Y., N.E.A.	Small classes.
		2	Sch. Mast. As of N.Y., N.E.A. Amer. Phys. Educ. As.	Open-air living.
12,000	500	50		Rapid, but thorough work. Preparatory for Regents and College. All under the same control.
5,000	300	25		
1,000	150	20		
		22 5	Hd Mast. As. Co. D. Schools.	Country Day features.
200 6	45 36	22 12	Hd. Mast. As.	Excellent equipment. Strong faculty.
			Sch. Mast. As. of N. Y.	Preparatory.
				Preparatory Department of Polytechnic Institute.
				College preparation.
				Out-of-door program daily. Individual attention.
				For young boys.

Name Location	Class	Head (with degrees) Title	Est Tui	Fac L. of C.	Enr '15 % ret.
Riverdale Country School Riverdale-on-Hudson, N.Y	Co.D Bdg	FRANK S. HACKETT, A B Head Master	1907 $850	10 9 yrs	80 70%
Riverview Academy Poughkeepsie, N.Y.	Bdg	CLEMENT C GAINES, A.B., A M., B L, LL D	1836		
Roger Ascham School White Plains, N Y.	Day	MRS JOSEPH ALLEN	1910		
Rugby School Syracuse, N Y		FRANK R SHERMAN, A B. Director			
St. Ann's Academy 153 E. 76th St, N.Y. City	Bdg. Day	BROTHER DACIANUS Director	1892 $75	20 4 yrs	340 68%
The St. Bernard's School 111 E 60th St, N.Y. City	Day	MR JONES			
St. Paul's School Garden City, N.Y	Bdg Day	WALTER R. MARSH, A.B. Head Master	 $750	10 6 yrs.	130
Somes School Aurora, N.Y.	Bdg.	ALBERT SOMES, A B			
The Stone School Cornwall-on-Hudson, N.Y.	Bdg	ALVAN E DUERR, A.B. Head Master	1867 $800	10 9 yrs.	70 72%
The Sturgis School Ithaca, N.Y.	Bdg Day	CONY STURGIS, A B	1908		
Trinity School 139 W. 91st St, N Y. City	Day	Rev LAWRENCE T. COLE, Ph D., D D.	1709 $225	20 4 yrs	305 75%
Westchester Academy White Plains, N.Y.		MR. & MRS. C. WOLLMANN	1913		
Woodland School for Boys Phoenicia, N Y.	Bdg	ERWIN SPINK, A B. Head Master	1912 $700	4 8 yrs	18 75%
Blair Academy Blairstown, N.J.	Bdg Day	JOHN C. SHARPE, A.B, A M., D D. Principal	1848		
Carteret Academy Orange, N J.	Bdg Day	C. A. MEAD, A B O A. BEVERSTOCK, A B.	1901	 10 yrs	70
Kingsley School Essex Fells, N J.	Bdg Day	J. R. CAMPBELL, M A.	1900		
The Lawrenceville School Lawrenceville, N.J.		Rev. S. J. MACPHERSON Head Master	1884	20	400
Mr. Leal's School for Boys Plainfield, N.J.	Day	JOHN LEAL Principal	1882		
Montclair Academy Montclair, N.J.	Day	J. G. MACVICAR, A M Head Master	1890		180
Morris Academy Morristown, N.J.	Day	HARRY W. LANDFEAR Principal	1791	 6 yrs.	50
Morristown School Morristown, N.J	Bdg. Day	F. C. WOODMAN, A.B. Head Master	1898		75
Newark Academy Newark, N J	Day	W. FARRAND, A.B, A.M. Head Master	1792		

Al. Al. As	Ent col '00–'10 Tak. deg. '00–'10	Ent. col '14 Tak. deg. '14	Head Master, member of School; member of	Special Features
50 1	8	5 5	Sch Mast. As. of N Y.	Country life near New York.
				Military features.
				For boys and girls of all ages.
				Summer School connected
120 1	30 19	10 4		R. C. School.
				Afternoon recreation and study.
				Diocesan School of Long Island
				For young boys.
450 1	53 47	13 6	Sch. Mast As of N Y., Hd. Mast As	For young boys Fine and healthful location.
		15		Episcopal Church School.
				Provides for boys and girls separately. Military Drill for boys.
			As Math Teach. Mid. St. & Md.	In Catskills, 1,500 feet elevation. Home life. 315 acres
				Under Presbyterian influence. 100-acre campus.
				College Preparatory work.
				Athletics and gymnastics emphasized.
				Intensely American atmosphere.
				Country School. Athletic field. Swimming pool.
				Student government.

Name Location	Class	Head (with degrees) Title	Est. Tui	Fac. L. of C.	Enr. '15 % ret.
Newman School Hackensack, N J	Bdg	J. A. Locke, A M., LL D Head Master	1900		60
The Peddie Institute Hightstown, N J.	Bdg	R. W. Sweetland, A M. Head Master	1866 $550	18 4 yrs.	325 60%
The Pennington School Trenton, N.J.	Bdg Day	Frank MacDaniel, D D Head Master			
Pingry School Elizabeth, N J.	Day	David Magie, Jr Head Master	1861		
Princeton Preparatory School Princeton, N.J.	Bdg.	John B Fine, A B. Head Master	1876		60
The Princeton Summer School Princeton, N J.	Bdg	C. R Morey, A M Principal	1891	8 10 wks	90
Rutgers Preparatory School New Brunswick, N J.	Bdg Day	Wm P. Kelly, A M Head Master	1766 $525	7 6 yrs	84 65%
Stevens School Hoboken, N J.	Day	Frank L. Sevenoak, A.M	1870		300
Summit Academy Summit, N J.	Bdg. Day	James Heard, A M Principal	1885 $700	3 10 yrs.	
The Acad. of the Prot. Epis. Ch. Philadelphia, Pa.	Day	William H. Klapp Head Master	1785		250
Allentown Preparatory School Allentown, Pa	Bdg Day	F. G Sigman, A B , A M	1904		130
Bellefonte Academy Bellefonte, Pa.	Bdg Day	James R. Hughes, A.M. Head Master	1805		
Bethlehem Preparatory School Bethlehem, Pa.	Bdg.	H A Foering, B S Head Master	1878 $450	10 4 yrs	155 60%
Brown College-Prep. School Broad & Cherry Sts , Phila., Pa.	Day	Alonzo Brown George J Brown			200
The Cedarcroft School Kennett Square, Pa.	Bdg	Jesse E. Philips, A M. Head Master	1907		40
Chestnut Hill Academy Chestnut Hill, Pa.	Bdg. Day	J. L. Patterson Head Master	1861		200
Conway Hall Carlisle, Pa.	Bdg Day	W. A Hutchinson, Ped D. Head Master	1783		
De Lancey School 1420 Pine St , Philadelphia, Pa.	Day	Coleman P. Brown, A B. Head Master	1877		240
Franklin and Marshall Academy Lancaster, Pa.	Bdg Day	T. G. Helms, A B., A.M.	1787 $400	12 4 yrs.	200 53%
George H. Thurston School Pittsburgh, Pa.	Day	William B. Church Head Master	1908		
Germantown Academy Germantown, Pa	Day	William Kershaw	1760		
Harrisburg Academy Harrisburg, Pa	Bdg Co.D.	Arthur E. Brown Head Master	1786	12 4 yrs.	150 60%

Al. Al. As.	Ent. col. '00-'10 Tak deg '00–'10	Ent col. '14 Tak deg. '14	Head Master; member of School, member of	Special Features
				Pupils largely from Catholic families
600 4	127 102	19 13	Hd. Mast. As., As Mid. St.	Fine athletic equipment.
				Literary, athletic, musical organizations
				Small classes.
				Preparatory for Princeton.
1,500	300	50		Tutoring school.
600	115 78	10 4	Sch. Mast As. of N Y., N E A.	Country location. New dormitories.
				Academic Department of Stevens Institute.
				Episcopal Church School.
				Entirely new equipment.
1,400 1	450 360	50 45	As Mid. St.	Summer Session.
				On Bayard Taylor's country estate.
				Country Day features Episcopal
				Strong faculty.
800 1	300 275	36 30	As. Mid. St.	Prepares for College and Technical Schools.
				In very old school building.
560				On banks of Susquehanna River.

Name Location	Class	Head (with degrees) Title	Est. Tui	Fac. L. of C	Enr '15 % ret
The Haverford School Haverford, Pa.	Bdg Co D	EDWIN M. WILSON, A.B, A M. Head Master	1884 $350	20 10 yrs	276 80%
The Hill School Pottstown, Pa	Bdg	DWIGHT R MEIGS Head Master	1851		375
Kiskiminetas Springs School Saltsburg, Pa	Bdg Day	A. W WILSON, Jr.	1890		200
Maher Preparatory School 827 Witherspoon Bldg., Phila., Pa.	Day	J F MAHER, LL B, M S.	1903		
Maplewood Institute Concordville, Pa	Bdg	J. C SHORTLIDGE, A.B. Principal	1863		
The Mercersburg Academy Mercersburg, Pa.	Bdg	WM MANN IRVINE, LL D. Head Master	1836 $530	41	444 50%
Nazareth Hall Nazareth, Pa	Bdg	Rev S J. BLUM Head Master	1759		
St. Luke's School Wayne, Pa.	Bdg	CHARLES H STROUT, A M. Head Master	1863		100
Shady Side Academy Ellsworth Ave., Pittsburgh, Pa.	Day	LUTHER B. ADAMS, A B Principal	1883 $205	15 6 yrs	193 65%
The Spiers Junior School Devon, Pa.	Bdg. Day	MARK H C SPIERS, B S Head Master	1914	6 yrs.	
Swarthmore Preparatory School Swarthmore, Pa	Bdg. Day	A H. TOMLINSON, B S. Head Master	1892 $630	15 12 yrs	140 60%
The Westtown Boarding School Westtown, Pa.	Bdg	WILLIAM F. WICKERSHAM	1799		
The William Penn Charter Sch. Philadelphia, Pa	Day	RICHARD M. JONES, LL D. Head Master	1689 $250	19 9 yrs.	350 75%
Yeates School Lancaster, Pa.	Bdg	J. H SCHWACKE Head Master	1857		
The Army and Navy Prep. Sch. 4105 Conn. Ave., Wash., D.C.	Bdg. Day	E. SWAVELY	1901		70
Emerson Institute 1740 P St., N.W., Wash., D.C	Day	WINSLOW H. RANDOLPH	1852		120
Georgetown Preparatory School 37th & O Sts., N.W, Wash., D.C.	Bdg. Day	A. J DONLON, D.D.	1789 $150	21	127
St. Albans Washington, D.C.	Bdg. Day	E. L. GREGG Head Master	1904		100
Boys' Latin School 1020 Brevard, Baltimore, Md.	Day	JAMES A. DUNHAM Principal			90
Calvert School 2 Chase St., Baltimore, Md.	Day	V. M. HILLYER, A.B. Head Master	1897		
The Gilman Country School Roland Park, Baltimore, Md.	Co.D.	FRANK W. PINE Head Master	1897		
The Jefferson School for Boys Baltimore, Md.	Co.D	WILLIAM TAPPAN	1904		

Al. Al As.	Ent col. '00–'10 Tak deg '00–'10	Ent col. '14 Tak. deg '14	Head Master; member of School; member of	Special Features
400 3	210 200	26 29		Proximity to Haverford College.
	600 598			Unusual success of boys in college. Prominent alumni.
				Beautiful grounds
			As Mid. St	Preparatory for Univ. of Penn
4,000			Hd Mast As. As. Mid. St	Democratic. Modification of Princeton preceptorial system.
				Under Moravian control Military discipline since Civil War.
				Situated in the open country.
562 1		16 20	Upper Ohio As. of Sec Sch.	In residence section. Athletic field
				Early educational training.
250 1	125	10		Proximity to Swarthmore College.
				For members of Society of Friends only
3,400	420 350	37 35		Historical associations.
				Episcopal Church School Over 100 acres of field and stream.
				Prep. for U. S. Naval and Military Academies.
				Night classes.
1,726	89 62	9 11	As Mid. St.	R. C. School.
				Prepares for college, West Point, and Annapolis
				For young boys and girls. Home Instruction Department.
				The first Country Day School.
				Country Day features.

Name Location	Class	Head (with degrees) Title	Est Tui	Fac. L. of C	Enr. '15 % ret.
Milton Academy 310 W. Hoffmann St., Balt., Md	Day		1847		
Mount St. Joseph's College Frederick Ave., Baltimore, Md	Bdg Day	XAVERIAN BROTHERS	1876		150
Mt. Vernon Collegiate Institute 210 W. Madison St, Balt, Md	Day	Dr. W. REDE, A M, D D.	1884 $150	7 5 yrs	57 25%
St. James School St. James P.O., Wash Co., Md	Bdg	A H ONDERDONK, A.B Head Master	1842 $500	6 6 yrs	45 75%
The Tome School Port Deposit, Md.	Bdg	THOMAS S. BAKER, Ph D. Director	1889		
The University School for Boys 1901 N. Charles St., Balt., Md.	Bdg Day	W. S. MARSTON Head Master	1880		125

SOUTHERN STATES

The Chamberlayne School Richmond, Va	Co D.	C G CHAMBERLAYNE, A B., Ph D. Head Master	1911 $200	5 9 yrs	74 80%
Cluster Springs Academy Cluster Springs, Va.	Bdg	HAMPDEN WILSON Principal	1865		90
The Danville School Danville, Va.	Bdg.	WM. HOLMES DAVIS, A.B. Head Master	1908 $400	6 4 yrs	95 66%
The Episcopal High School Alexandria, Va.	Day	A. R. HOXTON Principal	1839		170
The Massanutten Academy Woodstock, Va.	Bdg.	H. J. BENCHOFF, A B, A.M. Head Master	1900 $250	10	100 75%
McGuire's University School Richmond, Va.	Day	JOHN P. MCGUIRE Principal	1865		200
Norfolk Academy Norfolk, Va	Day	J F. BLACKWELL	1804	6 7 yrs	100
Randolph-Macon Academy Bedford City, Va.	Bdg	E. SUMTER SMITH Principal	1890 $250	9 5 yrs	199 42%
Randolph-Macon Academy Front Royal, Va	Bdg.	C. L MELTON Principal	1892 $250	10	160
Richmond Academy Richmond, Va.	Day	W. L. PRINCE Dean	1902		150
Shenandoah Collegiate Institute Dayton, Va.	Bdg.	J. H RUEBUSH General Manager	1875		600
Stuyvesant School Warrenton, Va	Bdg.	EDWIN B KING Head Master	1912		
Woodberry Forest School Woodberry Forest, Va.	Bdg.	J. C. WALKER, A.M. Head Master	1889 $524	10 5 yrs.	105 65%
The Asheville School Asheville, N C.	Bdg	N M. ANDERSON C. A. MITCHELL	1900 $800	12 6 yrs	110 60%
Blue Ridge School for Boys Hendersonville, N.C.	Bdg.	J. R. SANDIFER, A B. Head Master			

Al. / Al As	Ent. col '00–'10 / Tak deg '00–'10	Ent. col. '14 / Tak. deg '14	Head Master, member of / School, member of	Special Features
				Night sessions. Summer term.
				R. C. School.
600	115 / 91	14 / 7		Essentially a tutoring school.
1	50	4 / 5	Hd. Mast As	Home life.
				Magnificent equipment.
524				

SOUTHERN STATES

20			As. Hd. Mast. of Co D. Sch.	Individual attention.
22		4 / 2	As. Coll. Sch. So St.	Preparatory work emphasized.
			As. Coll. Sch So St.	Diocesan School of Virginia and West Virginia.
169 / 1	72	8	As. Coll. Sch. So. St.	English, Classical, Scientific, Musical.
			As. Coll. Sch. So. St.	Old-time day "Fitting School"
2,027		56 / 38	As. Coll. Sch So. St., Hd Mast. As.	Preparatory for Randolph-Macon College.
			As. Coll. Sch. So. St.	Preparatory for Randolph-Macon College.
				Largely preparatory for Richmond College.
				Music Department emphasized.
				Individual attention.
500 / 2			As. Coll. Sch. So. St., Hd. Mast. As.	Honor system administered by students.
260			As. Coll Sch. So. St.	On 700-acre estate. Splendid climate. Modern equipment.
				Individual attention.

Name Location	Class.	Head (with degrees) Title	Est. Tui	Fac. L of C	Enr. '15 % ret.
The Collegiate Institute Mount Pleasant, N C	Bdg	G F McAllister Principal	1854		100
The Fleet School Highland Lake, Flat Rock, N.C		J Seddon Fleet Principal	1914 $600		27
Marienfeld Open-air School for Boys Samarcand, N C.	Bdg	Dr C H. Henderson	1914		
Oak Ridge Institute Oak Ridge, N C		J A Holt M H Holt	1852 $215		246
Trinity Park School Durham, N.C.	Bdg	Wm. W. Peele, A B.	1898		160
Wofford College Fitting School Spartanburg, S C.	Bdg	A W Horton, A B. Head Master	1887 $103		200
Academy of Richmond County Augusta, Ga.	Day	Geo. P Butler Principal	1783	5 yrs	
Gibson-Mercer Institute Bowman, Ga	Bdg	J P. Cash Principal	1892		150
The Hearn Academy Cave Spring, Ga	Bdg	W. H McDaniel, B S. President	1838		
Locust Grove Institute Locust Grove, Ga.	Bdg Day	Claude Gray, A B Principal	1894		200
Peacock School Atlanta, Ga	Day	D C Peacock J. H. Peacock	1898 $125	6 8 yrs.	100
Reinhardt College Waleska, Ga.	Bdg	R C. Sharp, A B President	1883	10 12 yrs	330
Sparks Collegiate Institute Sparks, Ga.	Bdg.	Rev. A. W. Rees President	1902		
Young L. G. Harris College Young Harris, Ga.	Bdg	Rev. J. A Sharp, A B President	1887	12 6 yrs	55
The Academy of Rollins College Winter Park, Fla.	Bdg		1885 $200	4 yrs	80
The Barnes School Montgomery, Ala.		J. M. Barnes E. R. Barnes		7 yrs	50
Chamberlain Hunt Academy Port Gibson, Miss.	Bdg.	W. G Martin, B S. President	1879 $200	6 4 yrs	110 50%
Isidore Newman Manual Tr. Sch. New Orleans, La.		C. C. Henson Principal	1903	24	400
Meridian College Meridian, Miss.	Bdg.	John W. Beeson Malcolm A. Beeson			330
Rugby Academy New Orleans, La.	Bdg Day	W. E. Walls Principal	1894		110
Austin Academy Austin, Tex.	Day	William S. Rix Principal	1895		50
Garden Academy San Antonio, Tex.		Rev. A. W. S. Garden	1908	4 yrs.	30

Al. Al As	Ent. col '00–'10 Tak deg '00–'10	Ent. col. '14 Tak deg '14	Head Master; member of School, member of	Special Features
				Maintained by Evangelical Lutheran Church.
				Boy Scout movement used as basis of discipline and recreat'n
				Educational experience of Dr Henderson. Individ. attention
				Preparatory Department of Trinity College.
			As. Coll Sch. So St	Largely preparatory for Wofford College.
			As. Coll. Sch. So. St.	Military Drill.
				Under Baptist auspices. Admits girls.
				Admits girls. Under Baptist auspices.
			As Coll. Sch So St.	Admits girls.
			As. Coll. Sch So. St.	Small classes. Individual attention.
200				Military Drill required of all boys. Girls admitted.
				Methodist Episcopal School Co-educational.
				Under Methodist control.
				Co-educational
		10	As. Coll Sch. So St.	Self-help Department.
				Co-educational Kindergarten Elementary, and High School
				Co-educational.
				Military Drill required.
				Preparatory for Univ. of Texas.

Name Location	Class	Head (with degrees) Title	Est. Tui.	Fac L. of C	Enr '15 % ret.
Marshall Training School San Antonio, Tex.	Bdg Day		1903		60
San Antonio Academy San Antonio, Tex.		W. W. Bondurant Principal	1903		
San Marcos Baptist Academy San Marcos, Tex.		T G Harris President	1906	7 yrs	250
The Country Day School Louisville, Ky.	Co D.	Wm. Davenport, A M. Head Master	1912	9 yrs	
Cumberland College Williamsburg, Ky.		E E Wood, A M President	1888		450
Louisville Training School Beechmont, Ky.		W. H Pritchett, A M Head Master	1889	9 yrs	50
Vanderbilt Training School Elkton, Ky.	Bdg.	W P. Mathews, A B. W. O. Batts, A B	1892 $110	4 5 yrs	92 60%
Castle Heights School Lebanon, Tenn	Bdg	L L Rice, Ph D. Head Master	1902 $400	10 4 yrs	220
The Fitzgerald and Clarke School Tullahoma, Tenn.	Bdg Day	W. S Fitzgerald, A.B. W L. Clarke, A B.	1904 $125	4 4 yrs	90 55%
Grandview Normal Institute Grandview, Tenn.	Bdg.	Raymond A. Fowles Principal	1884		150
The Massey School Pulaski, Tenn.	Bdg.	Felix M Massey Head Master	1903	4 yrs	61%
The McCallie School Missionary Ridge, Tenn.	Bdg. Day	S J & J P. McCallie	1905		
The McTyeire School McKenzie, Tenn.	Bdg Day	James A Robins, A.B. Principal		4 yrs	65
Montgomery Bell Academy Nashville, Tenn	Bdg Co D	Isaac Ball, A M Head Master	1867	6 yrs	90
The Morgan School Fayetteville, Tenn	Bdg.	R K. Morgan Principal	1899		
Peoples-Tucker School Springfield, Tenn.	Bdg.	J. A Peoples, LL B.	1908	4 4 yrs	75 50%
Price-Webb School Lewisburg, Tenn	Day	E T Price Principal	1912		100
University School Chattanooga, Tenn.		J. R. Baylor, Jr. Principal			
The University School Memphis, Tenn.	Day	E S. Werts J. W S. Rhea	1893	8 yrs	130
The University School West End Ave., Nashville, Tenn.	Day	C B Wallace Principal	1886		100
The Webb School Bell Buckle, Tenn	Bdg.	W. R , J. M., E. R. Webb, Jr.	1870	4 yrs	250

Al. Al As.	Ent col '00–'10 Tak. deg '00–'10	Ent col '14 Tak. deg. '14	Head Master; member of School, member of	Special Features
				College Preparatory
				Co-educational Music emphasized.
				Co-educational. Baptist.
				Military Drill required.
		8	As Coll. Sch So St	
300	200 100	18 5		Military Drill.
100	40 18	12 4	As Coll. Sch So. St.	Prep. for So. Univs. and Naval Acads. Location, 1,100 feet.
				Low tuition. Boarders work 5 hours per day.
150		15	As. Coll. Sch. So. St, Hd. Mast As. of So.	
				College-trained faculty
				Under Board of Curators.
				Beautiful situation.
15 1	1	2	As. Coll. Sch. So. St.	Limited number. Personal attention.
				Co-educational.
				At foot of Lookout Mountain.
				Thorough college preparation.
				College Preparatory. Large and prominent body of alumni.

Name Location	Class	Head (with degrees) Title	Est Tui	Fac L of C	Enr. '15 % ret.
NORTH CENTRAL STATES					
Columbus Academy Columbus, Ohio	Co D	F P R. Van Sykel, A.B. Head Master	1911 $250	7 8 yrs	62 73%
Doane Academy Granville, Ohio		H R Hundley, A B, A M Principal	 $90	10 4 yrs	150 50%
Franklin School 2833 May St., Cinn, Ohio	Day	Joseph E White, A B. G S. Sykes, A B	1880	 12 yrs	100
Oberlin Academy Oberlin, Ohio	Bdg	John F Peck, A M Principal	1833		300
St. Mary's College Dayton, Ohio	Bdg.	Rev B P. O'Reilly, D D	1850 $60	37 8 yrs	500 60%
University School Avondale, Cinn, Ohio		W. E Stilwell, A B Head Master	1903	18	190
University School Hough & 71st St, Cleve., Ohio	Bdg Day	Harry A Peters, A B Principal	1890 $650	25 12 yrs	270 85%
Wooster Academy Wooster, Ohio	Bdg	W. E Painter Principal			
Central Academy Plainfield, Ind		Simon N. Hester Principal	1878		
Howe School Howe, Ind	Bdg	John H McKenzie, D D. Rector	1884 $600	20 6 yrs	212 63%
Interlaken School Rolling Prairie, Ind	Bdg.	Dr Edward A. Rumely President	1907 $600		100
Marion Normal Institute Marion, Ind		Lawrence V Jackson			
The University of Notre Dame Notre Dame, Ind	Bdg	Rev. John Cavanaugh			1,050
Calvin College Grand Rapids, Mich			1876		175
Detroit University School 16 Elmwood Ave, Detr., Mich.	Bdg Day	Frederick E Searle Principal	1899 $700	14 12 yrs	130 70%
Ferris Institute Big Rapids, Ind	Bdg	William N. Ferris Principal			1,350
Spring Arbor Seminary Spring Arbor, Mich	Bdg	H S. Stewart Principal	1873		120
Boys' Chicago Latin School 18 E. Division St, Chicago, Ill.	Day	R P. Bates Head Master	1894		
Bradley Polytechnic Institute Peoria, Ill.	Bdg. Day	Theodore C. Burgess Director	1897		1,100
Dakota-for-Boys Dakota, Ill.	Bdg.	W. H. Wyler	1913		50
Elgin Academy Elgin, Ill.	Bdg Day	H M. Buckley, A.B, A M. Principal	1839 $60	7 6 yrs	50

Al. / Al. As.	Ent. col. '00–'10 / Tak. deg '00–'10	Ent. col. '14 / Tak. deg. '14	Head Master; member of / School; member of	Special Features
				NORTH CENTRAL STATES
2		2	Hd. Mast. As. Co D. Sch.	School surrounded by parks.
750	25	25 15	No. Cent. As.	
				Preparatory for Harvard and Yale largely.
				Co-educational. Largely preparatory for Oberlin College.
3,300	390 280	44 20	Cath. Educ As.	College of Engineering (1910).
				Co-educational.
600 3	200 175	24 27	No Cent As, Hd. Mast. As	College Preparatory. Manual training, physical training.
				Preparatory Department of Wooster Coll. Co-educat'n'l.
				Co-educational. Under control of Friends' Church.
350 6	105 75	30 19	No Cent. As.	Preparatory for Eastern colleges largely.
				School plant built by boys. On 700-acre farm.
400				Normal School, Junior College, and Academy.
				Large R. C. School. St. Edward's Hall for Gram. Grades
				Co-educational School of the Dutch Reformed Church.
350 1		14	No Cent. As., N. E. A.	Physical training College Preparatory.
				Elementary and Preparatory Departments. Co-educational
				Free Methodist. Co-educational.
				Thorough college preparation.
				Horological Department.
				All-the-year-round open-air school for young boys
2,000			No. Cent. As.	Co-educational.

Name Location	Class.	Head (with degrees) Title	Est Tui	Fac L of C	Enr '15 % ret
Evanston Academy Evanston, Ill	Bdg Day	N W Helm, A B, A M. Principal	1860 $110	20 4 yrs	380 50%
The Francis W. Parker School Webster Ave, Chi, Ill	Day	Flora J Cook Principal			
Grand Prairie Seminary Onarga, Ill.	Bdg Day	Hubert Phillips, A.B President	1863 $54	10 4 yrs	110 59%
The Harvard School for Boys Drexel Boulevard, Chicago, Ill	Day	John J Schobinger Principal	1867	12 yrs	
Lake Forest Academy Lake Forest, Ill	Bdg. Day	John Wayne Richards Head Master	1857		85
Northwestern College Academy Naperville, Ill	Bdg	C. J. Attig, A B Principal	1906 $50	6 4 yrs	83 57%
St. Albans School Knoxville, Ill.	Bdg	Lucien F Sennett, A M Head Master	1890	6 yrs	60
St. Patrick's Academy Momence, Ill	Bdg.	Sisters of Sacred Heart of Mary			
The Shurtleff Academy Alton, Ill.		George M. Potter President	1827		36
Southern Collegiate Inst. Acad Albion, Ill		F B Hines Principal	1891		100
Thomas Arnold School 1302 N. State St, Chicago, Ill	Day	Dr John Stuart White Head Master	1912 $300	7 9 yrs.	36 60%
Todd Seminary Woodstock, Ill.	Bdg	Noble Hill, Ph B Principal	1848 $700	10 10 yrs	75 66%
The University High School 58th St., Chicago, Ill.	Day	Franklin W. Johnson Principal	1903	40	
University School Dearborn Ave, Chicago, Ill.		Walter R Kohr Harry N. Russell			
Evansville Sem'y and Junior Col. Evansville, Wis	Bdg Day	Richard R Blews, Ph.D President	1855 $48	9 6 yrs	200
The Galahad School Hudson, Wis	Bdg.	T W. McQuarrie	1905	4 yrs.	
German-English Academy 558 Broadway, Mil., Wis.	Day	Max Griebsch Director	1851		200
Keewatin Academy Prairie du Chien, Wis.	Bdg.	James H Kendrigan	1908		
Wayland Academy Beaver Dam, Wis.	Bdg	Edwin P. Brown, A B Principal	1855 $300	13 4 yrs	140 45%
The Blake School Minneapolis, Minn.	Co D.	Charles B Newton Head Master	1907		166
Pillsbury Academy Owatonna, Minn	Bdg	Milo B Price, Ph D. Principal	1877	15 4 yrs.	200 50%
St. Paul Academy St. Paul, Minn.	Co.D.	John De Q Briggs Head Master	1900		60

Al Al. As.	Ent col '00–'10 Tak deg. '00–'10	Ent. col. '14 Tak deg '14	Head Master, member of School, member of	Special Features
1,500 1	400 300	45 30	No. Cent. As , Hd. Mast As	Equipment Location. Co-educational.
				Co-educational.
520 0		3 1	No. Cent As	Preparatory to Northwestern Univ. Co-educational
				College Preparatory.
				College Preparatory. Three house dormitories.
210 1	121 60	10 7	No. Cent. As., Miss. Val Hist As	Excellent library and laboratory facilities
				Episcopal.
				R. C. School for young boys.
				Prep. Dept of Shurtleff College. Co-educational. Baptist
				Congregational.
4		1 2		Three sessions—Play, Recitations, Study.
			No. Cent. As.	For young boys.
				On Univ. of Chicago Grounds. Co-educational.
				College Preparatory.
				Free Methodist. Co-educational.
				Manual and industrial training.
				Normal School. Co-educational
				Winter at St. Augustine, Fla. Tutoring school.
389 3	51 40	13 11	No. Cent. As.	Small school. Baptist. Co-educational.
				Strong faculty.
650 2	120 80	14 10		Co-educational. Music Department. Military Drill.
				College Preparatory.

Name Location	Class	Head (with degrees) Title	Est. Tui.	Fac. L. of C.	Enr. '15 % ret.
Jewell Lutheran College Jewell, Ia.	Bdg.	K. O. Ettreim President	1893	4 yrs	
Morningside Academy Sioux City, Ia.		E. A Brown, A B , A M. Principal	1894		125
Penn College Academy Oskaloosa, Ia.	Day	Charles L. Coffin Principal	1864		170
Salt Lake Collegiate Institute Salt Lake City, Utah	Bdg. Day	Dr. H. W. Rehrd Principal	1875		100
Weber Academy Ogden, Utah	Bdg Day	James L. Barker, A B Principal	1888	23 6 yrs	446
St. Stephen's School Colorado Springs, Col.	Bdg. Day	Ralph E. Boothby	1910		25
Ottawa University Academy Ottawa, Kan.	Day	Silas E Price Principal	1885	4 yrs.	100
Southwestern Academy Winfield, Kan.		Arthur L. Stickel Principal	1885		70
Washburn Academy Topeka, Kan		Wilson C. Wheeler Principal	1865		
The Country Day School Kansas City, Mo	Co D	Ralph Hoffmann Head Master	1910 $400	8 8 yrs	75 75%
David Ranken, Jr., Sch. of Mech. Trades St. Louis, Mo.	Day	Lewis Gustafson Superintendent	1909	2 yrs	800
The Manual Trainng School Wash. Univ., St. Louis, Mo.		William R. Vickroy Principal	1879	4 yrs	150
The Principia Principia Park, St. Louis, Mo.	Bdg. Day	Mrs Mary K. Morgan Principal	1898		200
Smith Academy Van Veeren Ave , St. Louis, Mo	Day	Frank Hamsher Principal	1884		200
The University School for Boys 365 N. Boyle Ave , St. Louis, Mo	Day	Franklin Kean, A B.	1900		

PACIFIC COAST STATES

De Koven School South Tacoma, Wash.	Bdg. Day	de Los S Pulford, A.M. J. R. Eden, A.B.	1891 $500	4 yrs.	40
Houston School for Boys Spokane, Wash	Bdg. Day	E. F. Strong Principal			50
Seattle Seminary and College Seattle, Wash.		Alexander Beers President		4 yrs	200
Mt. Angel College and Seminary Mt. Angel, Ore.	Bdg.	Benedictine Fathers	1887	4 yrs.	70
Evans School for Boys Mesa, Ariz		H. David Evans	1902		20
Belmont School Belmont, Cal.	Bdg.	W. T Reid Head Master	1885 $900	18 8 yrs.	100

Al. / Al. As.	Ent. col. '00–'10 / Tak. deg '00–'10	Ent. col. '14 / Tak. deg. '14	Head Master; member of / School; member of	Special Features
				Co-educational.
				Methodist Episcopal. Co-educational.
				Prep. Dept. of Penn. College.
				Co-ed. Presbyterian. Prep. Dept. of Westminster College.
				Small Episcopal School.
				Baptist.
				Co-educational. Prep. Dept. of Southwestern College.
				Congregationalist. Co-educational.
6		6 / 6	Hd. Mast. As. Co. D. Sch.	New buildings. 22 acres.
				For men and boys over 14.
				For boys over 14.
				Christian Science School. Military drill.
				Prep Department of Washington Univ.
				Small Preparatory School.

PACIFIC COAST STATES

				Lower School.
				Small classes. Athletics emphasized.
				Free Methodist Co-educational.
				R C School.
				Ranch life while preparing for college.
326			All Colls. Acc. Certs.	College Preparatory. Military Drill.

Name Location	Class	Head (with degrees) Title	Est. Tui.	Fac L of C	Enr '15 % ret
Boone's University School Berkeley, Cal	Bdg.	Benjamin Weed Head Master	1881		70
The Deane School Santa Barbara, Cal.	Bdg.	John H Deane, Jr Principal	1911		40
The Hicks School Santa Barbara, Cal	Day	R M Heggie, A M Principal	1903 $225	4 10 yrs	25 72%
Lordsburg College Lordsburg, Cal	Bdg	W F England Principal			50
Manzanita Hall Palo Alto, Cal	Bdg Day	W A Shedd Head Master	1893		60
Montezuma Mountam Ranch Sch. Los Gatos, Cal.	Bdg	E A Rogers, A B Principal	1911 $300	7 4 yrs	50 60%
The Potter School Pacific Ave, San Fran, Cal	Day	George S Potter, A B Head Master	1912 $300	11	125
Santa Barbara School Santa Barbara, Cal	Bdg.		1910	6 yrs	20
Thacher School for Boys Nordhoff, Cal		Sherman D Thacher Head Master	1889 $1000	12	50
Throop Academy Pasadena, Cal.		Carleton E Durrell Principal			250
Trinity School 846 Stanyon St, San Fran., Cal.	Day	Leon H Roger Principal	1876		
Twin Oaks Ranch School San Marcos, Cal	Bdg.	Leonard A. Jordan Principal		5	15
The University School California St, San Fran, Cal.	Day		1867		

Al. Al. As	Ent col '00–'10 Tak deg '00–'10	Ent. col '14 Tak deg '14	Head Master, member of School, member of	Special Features
				College Preparatory
				Open-air school Small classes
				Co-educational
				College Preparatory.
5	3			Student self-government. Summer session.
3	2			Country Day features
300				Situation Outdoor life. Strong faculty.
				Co-educational.
				Episcopal Largely preparatory to Univ. of Cal
				Primary, Intermediate, College Preparatory

MIDDLE STATES AND MARYLAND

Name / Location	Head (with degrees and military qualifications) / Title	Contr. Mil Est.	Est. Tui.	Fac. L of C	H M. Theory / Drill
Clason Point Military Academy (Bronx) N Y. City, N Y	Rev. BROTHER EDMUND Principal		1883 $350		
The Manlius Schools Manlius, N Y	Gen. WM. VERBECK President		1869 $700	19 6 yrs	
Mohegan Lake School [N Y. Mohegan Lake, Westchester Co.	A. E LINDER, A M. C. H. SMITH, A.M.		1880 $650	8 4 yrs	
Mt. Pleasant Academy Ossining, N Y.	C. F. BRUSIE, A.B , A.M Principal	Trus.	1814 $650	5 yrs	
New York Military Academy Cornwall-on-Hudson, N Y.	Col S. C. JONES, C E. Superintendent	Inc	1889 $600	24 4 yrs	2 hrs 1 hr.
The Peekskill Military Academy Peekskill, N Y	J C BUCHER, A M. C A ROBINSON, Ph D.		1833 $700	12 4 yrs	4 hrs
St. John's School Ossining, N.Y.	Rev W. A. RANNEY, A M., Pd B. Principal		1843 $500		
Bordentown Military Institute Bordentown, N J.	Rev. T. H. LANDON, A.M., D.D. Principal		1885 $650	15	
New Jersey Military Academy Freehold, N J.	Maj C. M DUNCAN Principal		$550	8 6 yrs	
Pennsylvania Military College Chester, Pa.	Col. C. E. HYATT President	Trus. 1858	1821 $700	4 yrs	
Wenonah Military Academy Wenonah, Pa.	Dr. C H. LORENCE President	Trus.	1904 $600	11	
Briarley Hall Military Academy Poolesville, Md	S. J LODGE Superintendent		$300	4 8 yrs	
Charlotte Hall School [Md Charlotte Hall, St Mary's Co	Maj. G. M. THOMAS, A M. Principal	Trus 1850	1796 $180	5	4½ hrs.

SOUTHERN STATES

Augusta Military Academy Fort Defiance, Va.	T. J. & C. S. ROLLER, Jr. Principals		$340	8	
Fishburne Military Academy Waynesboro, Va.	Maj M H. HUDGINS Principal		1881 $360	6	
Fork Union Military Academy Fork Union, Va.	C. W. HARDY President	1903	1897		
The Shenandoah Valley Academy Winchester, Va	B. M. ROSZEL, A.B , Ph D. Principal	Trus.	1895 $375	5	
Staunton Military Academy Staunton, Va	Col. W. G. KABLE, Ph.D. Principal		1867 $360	18 5 yrs.	

SCHOOLS

MIDDLE STATES AND MARYLAND

Enr. '15 % ret	No Coll.	Class. U. S. War Dept. School acr. to	Special Features and Equipment
			R. C. School.
		Honor Sch., 1904–14	Cavalry Branch. Two schools: Prep. and Young Boys.
			Small classes.
			Junior Department.
226 72%	12–25	Honor Sch , '14 All Colls. Acc. Certs.	Cavalry, Infantry, and Band. Fine Athletic Field and Gymnasium.
168 75%	15	All Colls Acc. Certs.	Two schools: Prep. and Young Boys. Complete athletic and physical equip.
			Separate School for Younger Boys.
			Strong faculty.
			Freehold Mil. Sch. for Younger Boys.
			Prep. Dept. fits for College.
			U. S. Army Officer detailed.
			New Barracks and Gym.
84 94%			Business and Classical Courses.

SOUTHERN STATES

			125 acres with large campus.
			Under Baptist auspices.
			U. S. Army Officer detailed.

Name Location	Head (with degrees and military qualifications) Title	Contr. Mil Est.	Est. Tui	Fac. L of C	H M. Theory Drill
Virginia Military Institute Lexington, Va			1835		
Greenbrier Presbyterial Military Sch. Lewisburg, W Va	Col H B Moore, A M Principal		1902 $300	8 7 yrs	
The Bingham School Asheville, N C.	Col R Bingham Superintendent		1793		
The Bingham Sch. at Mebane Mebane, N C	Col P. L. Gray President		1897		
Horner Military School Charlotte, N C	J C Horner Principal		1851		
Bailey Military Institute Greenwood, S C	Col F N K. Bailey President				
The Citadel Charleston, S C	Col O. J Bond Superintendent		1842		
Porter Military Academy Charleston, S C	Rev. Walter Mitchell Rector	Trus 1890	1867 $300	15 4 yrs	1 hr 4 hrs
Georgia Military Academy College Park, Ga.	Col J C Woodward President		1900 $360		
Georgia Military College Milledgeville, Ga	Col O R. Horton President		1879		
Gordon Institute Barnesville, Ga.	E. T Holmes President	1890	1852		
Riverside Military Academy Gainesville, Ga	Sandy Beaver President	Priv	1908 $370	10	6 hrs 12 hrs
Florida Military Academy Jacksonville, Fla	Col G W. Hulvey Superintendent		$375		
The University Military School Mobile, Ala	J. T. Wright Principal	Priv 1893	1893 $180	6 5 yrs	2 hrs. 4 hrs
Gulf Coast Military Academy Gulfport, Miss	Col J. C Hardy Col R. B. McGehee		1912		
Jefferson Military College Washington, Miss	Col R. A Burton Superintendent	Trus 1829	1802 $261	8 4 yrs	1 hr 5 hrs
Amarillo Military Academy Amarillo, Tex	B G Lowrey, LL D President	1913			
The Peacock Military College San Antonio, Tex	Wesley Peacock	1900	1894		
West Texas Military Academy Alamo Heights, Tex.	J. F. Howard, A B. Principal				
Kentucky Military Institute Lyndon, Ky	Col. C. W. Fowler Superintendent	Inc 1845	1845 $500	13 6–7 yrs	4 hrs. 5 hrs.
The Columbia Military Acad. Columbia, Tenn	Col O. C. Hulvey President		1905		
Sewanee Military Academy Sewanee, Tenn	Col D G. Gravens Head Master		1908		

Enr '15 % ret.	No Coll	Class U S War Dept. School acr. to	Special Features and Equipment
		Dist Inst., 1904–14	Organized like West Point. U. S. Army Officer detailed.
			Religious instruction and influence.
130			U S. Army Officer detailed. Oldest Boys' School in the South.
			Summer session.
			Army Officer as Prof. of Mil Sc. and Tactics.
240		Dist Inst., 1906–14	Modeled on West Point.
215 66%	12		Small classes, individual attention. Outdoor sports all the year round.
160			U S Army Officer detailed.
540			U. S. Army Officer detailed. Co-educational.
260			Co-educational.
167 65%	13	Class "M"	Summer Naval School on lake. U. S. Army Officer detailed.
			New building and equipment.
125 80%	7–15		A small school. Does substantial prep work.
130			Much out-of-door work and sleep.
110 75%	10	Southern Univs.	Eminent graduates. Location, equipment.
75			
100			U S. Army Officer detailed.
		40 Colls. and Univs.	Episcopal Church School. U. S. Army Officer detailed.
		Honor Sch , 1914	Winter months at Military Park, Fla Outdoor sports emphasized.
100			Equipment Separate dormitory for young boys.
			A Dept of Univ. of the South. Strict military discipline.

Name Location	Head (with degrees and military qualifications) Title	Contr. Mil. Est	Est. Tui	Fac. L. of C.	H. M. Theory Drill
Tennessee Military Institute Sweetwater, Tenn.	Col O. C Hulvey President		1902 $350		
NORTH CENTRAL STATES					
Miami Military Institute Germantown, Ohio	Col O G. Brown President		1896		
Ohio Military Institute College Hill, Cinn, Ohio	Col A M. Henshaw		1890		
Culver Academy Culver, Ind.	Col L. Gignilliat Superintendent		1894		
Morgan Park Academy Morgan Park, Ill	H. D. Abells Principal	Trus	1892		
Northwestern Military Acad. Highland Park, Ill.	Col R P. Davidson Superintendent		1888		
Rock River Military Academy Dixon, Ill.	Maj. E B Floyd Commandant				
Western Military Academy Alton, Ill	Col. A. M. Jackson Superintendent	Inc. 1892	1879 $500	18 7 yrs	3 hrs 5 hrs.
Racine College Racine, Wis	Rev W F. Shero Warden and Head Master	Trus. 1899	1852 $550	12 6 yrs	1 hr. 4 hrs.
St. John's Military Academy Delafield, Wis	Rev S T. Smythe	Inc. 1886	1884 $600	22 4 yrs	1 hr 5–7 hrs.
College of St. Thomas St. Paul, Minn	Rev. H. Moynihan President		1885		
Shattuck School Faribault, Minn	Rev. J. Dobbin	1913	1867		
Kemper Military School Boonville, Mo.	Col. T. A Johnston Superintendent		1844		
Missouri Military Academy Mexico, Mo	Col. W. R. Kohr President		1889		
St. Charles Military Academy St. Charles, Mo.	Col. H. F. Walter President		1831		
University Military Academy Columbia, Mo	Col. J B. Welch				
Wentworth Military Academy Lexington, Mo	Col. Sandford Sellers	Trus. 1881	1880 $400	13	3 hrs. 6 hrs.
St. John's Military School Salina, Kan	Rev M. B. Stewart Principal				
Kearney Military Academy Kearney, Neb.	Rev. R. B H. Bell Rector		1892		
New Mexico Military Institute Roswell, N.M.	Col. J. W. Wilson Superintendent		1898		

Enr. '15 % ret.	No. Coll.	Class. U. S. War Dept. School acr. to	Special Features and Equipment
			U. S. Army Officer detailed.
			NORTH CENTRAL STATES
			College Prep. and Business.
			A small school. Upper and lower schools.
400–500		Honor Sch., 1906–14	Complete Equip. Strong faculty. Cavalry, Artillery, Mil. Engineering.
			Individual attention.
			At Lake Geneva, Wis., part of year. Naval as well as Military Training.
207 50%	25	Class "M" No. Cent. As.	Equipment. Faculty. Buildings.
97 63%	9	No. Cent. As.	Modified Military System.
230 75%	20–25	Honor Sch. No. Cent. As.	Episcopal.
700			R. C. College Prep. School.
			Younger boys in separate school.
		Honor Sch., 1914	High School, Man. Tr., Commercial, and Grammar School Depts.
			Small school.
70			
			Home school for thirty boys.
160 40%	18	Honor Sch., 1914 No. Cent. As.	Individual attention.
			Separate dept. for younger boys.
			Only Military School in Nebraska.
185		Dist. Inst.	At altitude of 3,700 feet.

Name / Location	Head (with degrees and military qualifications) / Title	Contr / Mil Est	Est. / Tui	Fac. / L. of C	H M Theory / Drill
THE PACIFIC COAST					
Hill Military Academy Portland, Ore.	Dr J W. HILL		1902		
California Military Academy Los Angeles, Cal	N W. BRICK Principal		1905		
The Harvard School Los Angeles, Cal	Rev. R. B. GOODEN Head Master	Trus.	1900		
Hitchcock Military Academy San Rafael, Cal	R W SHERER President		1878		
Los Angeles Military Academy Los Angeles, Cal	W. J. BAILEY Principal		1895		
Mt. Tamalpais Military Acad. San Rafael, Cal	Rev. A. CROSBY	Inc	1889 $700	12 4 yrs	2 hrs 5 hrs
Page Military Academy Los Angeles, Cal.	R. A GIBBS	Inc 1908	1908 $500	16 8 yrs	None 3 hrs
St. Matthew's Military School Burlingame, Cal.	Rev. W. A. BREWER Rector	1866	1866 $800	15 4 yrs	1 hr 5 hrs.
San Diego Army & Navy Acad. Pacific Beach, Cal	Capt. T. A. DAVIS Superintendent		1910		

Enr. '15 % ret.	No Coll.	Class. U. S. War Dept School acr to	Special Features and Equipment
			THE PACIFIC COAST
			Summer Camp at Nehalem.
			Boarding and Day. For boys from 6 years up.
200			Summer Camp at Catalina Island. U. S. Army Officer detailed.
			Summer Camp on Eel River.
112 60%	8–12		Cavalry and Mounted Artillery.
141 61%			Primary and Grammar Grades only. New buildings.
65 75%	8	U. of Cal., Stanf, etc.	Athletic facilties. Location Strong faculty.
130			

GIRLS'

NEW ENGLAND

Name / Location	Class	Head (with degrees) / Title	Est / Tui	Fac. / L of C.
The Waynflete School Portland, Me.	Day	Miss Crisfield, Miss Lowell Principals		
Mount St. Mary Seminary Manchester, N H.	Bdg.	Sisters of Mercy	1860	
Robinson Seminary Exeter, N.H.	Day	Harlan M Bisbee, A B , A M. Principal	1867 $40	15 5 yrs.
St. Mary's School Concord, N.H.	Bdg Day	Isabel M. Parks	1885	 4 yrs.
Bishop Hopkins Hall Burlington, Vt.	Bdg Day	Ellen S. Ogden, Ph D Principal	1888 $550	8 4 yrs
Farwell Hall Wells River, Vt.	Bdg.	Mrs Z C. Rollins Principal		
Abbot Academy Andover, Mass.	Bdg.	Bertha Bailey, S B Principal	1829 $600	19 5 yrs
Academy of Notre Dame Berkeley St., Boston, Mass.	Day	Sister Bernadine Marie Superior		
The Misses Allen School West Newton, Mass	Bdg. Day	Lucy E. Allen, A B. Principal	1904 $750	6 4–5 yrs.
The Bancroft School Worcester, Mass.	Day	Frank A. Robson, A B., A M., Head Master	1900 $175	11 4 yrs.
Bradford Academy Bradford, Mass.	Bdg.	Laura A. Knott, A.M. Principal	1803 $600	17 6 yrs.
The Brimmer School Brimmer St., Boston, Mass.	Day	Mabel H. Cummings Principal	1914	
The Brookfield School North Brookfield, Mass.	Bdg.	Helen and Marion Cooke, A B.	1914	
The Mary A. Burnham School Northampton, Mass.	Bdg Day	Helen E. Thompson, A.B.	1877 $800	20
The Cambridge School for Girls Cambridge, Mass.	Bdg Day	Ruth Coit Head Mistress	1886 $1000	15 5 yrs.
Miss Capen's School Northampton, Mass..	Bdg. Day	Bessie T. Capen Principal	1877 $800	28
Miss Chamberlayne's School for Girls Fenway, Boston, Mass.	Bdg Day	C. J. Chamberlayne	1892	
Miss Church's School 6 Gloucester St , Boston, Mass.	Bdg. Day	Mary E. Church Principal	1900	
The Concord School for Girls Concord, Mass.	Bdg. Day	Mariannna Woodhull, A.B , A M.	1897 $225	10

SCHOOLS

Enr. '14 % ret	Al Al. As	Principal; member of School acr to	Departments and Special Features
			Only Private Girls' School in Maine.
			A large R. C School.
327 89%	564 2	N. E. A , N E As.	Domestic Arts Course Coll.-trained faculty. 16 acres of school grounds.
			Diocesan School of New Hampshire
18 75%	1		Small classes. Prepares for college or life. Outdoor life, winter and sum'r.
			College Preparatory and Vocational. Temporarily closed 1914–15.
145 50%	4,000	Head Mistr. As , N. E. As. Acr. N. E. Colls.	Modern buildings Outdoor life. Athletic Fields. Household Science.
			R. C. School.
41 75%	150 1		College Preparatory.
31			Elementary. College Preparatory. New school building.
145			Oldest school in N E. for higher educ of women. Col. Prep , Gen'l & Vocat.
			New school building Montessori Department.
			Open-air school
60 50%	800 1	N. E. As , N. E. Mod Lang As , Vassar, Smith, Wellesley	College Prep. Course Physical culture. Unusual medical advantages.
110 75%	550 1	Head Mistr. As.	Separate residence. Art, health, gymnastics emphasized.
155 40%	2,500	N. E. As.	Preparatory for Smith and General.
35			New building in the Fenway.
			General, College Preparatory, and Domestic Science Courses
48			Art Department. College preparation. Physical training

Name Location	Class	Head (with degrees) Title	Est. Tui	Fac. L of C.
The Curtis-Peabody School 507 Beacon St, Boston, Mass	Day	Elizabeth Curtis Lucy G Peabody		
Dana Hall Wellesley, Mass	Bdg Day	Helen Temple Cooke Principal	1881 $850	50 7 yrs.
The Elms [Mass. 141-149 High St, Springfield,	Day	Charlotte W Porter	1866 $900	10
Miss Faulkner's House of Education Dedham, Mass	Bdg Day	Miss Faulkner	$1000	5 yrs.
Miss Guild and Miss Evans' Sch. 29 Fairfield St, Boston, Mass	Day	Fannie C Guild Jeannie Evans	1911	
Miss Hall's School Pittsfield, Mass	Bdg Day	Mira H Hall Principal	$1200	
Miss Haskell's School for Girls 314 Marlboro St, Boston, Mass	Day	Mary E Haskell, A B. Principal	1890 $350	11 8 yrs.
Hathaway House Milton, Mass.	Bdg		1901	
House in the Pines Norton, Mass	Bdg	Gertrude E Cornish Principal	1912 $1000	11
Lasell Seminary Auburndale, Mass	Bdg	Guy M Winslow, Ph D Principal	1851 $750	27 4 yrs.
The MacDuffie School Springfield, Mass	Bdg Day	John MacDuffie, Ph D. Mrs MacDuffie, A B	1890 $800	15 5 yrs.
Marycliff Academy Arlington Heights, Mass	Bdg.	Sisters of Christian Educat'n	1913	
The Misses May's School 339 Marlboro St, Boston, Mass	Day	Mary C S May Principal		
Miss McClintock's School 4 Arlington St., Boston, Mass	Bdg Day	Mary L McClintock Principal		
Mount Ida School Newton, Mass	Bdg Day	George F Jewett, A B, A M Principal	 $750	20 4 yrs.
Northfield Seminary East Northfield, Mass	Bdg	Chas E Dickerson, M S Principal	1879 $135	50 4 yrs.
Quincy Mansion School Wollaston, Mass	Bdg Day	Mrs. H. M. Willard Principal	1895 $800	13 4 yrs
Resthaven Mendon, Mass.	Bdg	Catherine R. Seabury	1912 $900	3
Rogers Hall Lowell, Mass	Bdg. Day	Olive S. Parsons Principal	 $800	
The Sea Pines Home School Brewster, Mass.	Bdg	Rev. Thomas Bickford Principal	1907	
Standish Manor School Halifax, Mass.	Bdg	Ellen C. Dresser Principal	1911	
Walnut Hill School Natick, Mass.	Bdg Day	Charlotte H. Conant, B A. Florence Bigelow, M.A.	1893 $900	17 4 yrs.

Enr '14 % ret	Al. Al As	Principal, member of School acr to	Departments and Special Features
			Outdoor study.
300 66%	2,000 7	Head Mistr As All Colls Acc Certs.	Academic work under specialists. Art Music, Domestic Science
	600	Head Mistr. As	Combination of country life and city life. Small classes.
			Makes specialty of prep for Bryn Mawr
			College preparation.
			On 45 acres of land, 1,000 feet above sea level.
55 70%		Head Mistr As	College Preparatory and Finishing History of Art studied in museums.
			Girls' Department of Milton Academy
40			Domestic Science and Arts emphasized Extensive grounds and athletic fields
200	700 6		Boating, swimming, riding emphasized
69 75%	601 1	N E A, Harvard T. A. All Colls. Acc Certs	School of Housecraft in a separate bldg. Italian and Spanish Courses.
			R. C. School.
			Study of French emphasized. Strong faculty.
			College Preparatory. Arts and Crafts.
100			Music, Domestic Science, and Athletics emphasized.
634 70%	810 1	Am As. Adv. Sci., N. E. As., N. E. Phys As.	
42			Athletic fields Artificial lake Laboratory, Art Room, Gymnasium.
			130 acres in woodland and farm. Limited to 12 pupils.
			In an old Colonial Mansion.
			Faces the sea.
			Home School for backward girls.
90 60%	600 1	Head Mistr As. All Colls. Acc. Certs.	Entirely College Preparatory. 40 acres of grounds.

Name Location	Class	Head (with degrees) Title	Est. Tui.	Fac. L. of C.
The Waltham School for Girls Waltham, Mass		GEORGE B BEAMAN, Ph D Principal	1860	
The Weston School Weston, Mass.	Bdg	Mrs. E MATHEWS-RICHARDSON, A B Principal	1906	
Whiting Hall So. Sudbury, Mass	Bdg	E C. WHITING, B.A , B D. Principal	1913 $700	8 5 yrs.
Whittier School Merrimac, Mass	Bdg Day	Mr. & Mrs. WM RUSSELL Principals	1893 $600	11 4 yrs
The Winsor School Pilgrim Rd , Boston, Mass	Day	MARY P WINSOR	 $325	33 8 yrs
The Berkeley School for Girls Newport, R I		Mrs. S. E BALCH ROSALIE M MAYER	1914	
The Misses Bronson's Home and Day School Providence, R.I.	Bdg Day	C. C. BRONSON	1897	
Lincoln School Providence, R.I.	Bdg. Day	FRANCES LUCAS, A.B. Principal	1884	
Tolethorpe Newport, R I.	Bdg Day	S. ALICE BROWNE, A B E K. SIMES-NOWELL	1914	
The Mary C. Wheeler Town and Country Sch. Providence, R.I.	Bdg Day	MARY C. WHEELER Principal	1889 $1100	18
The Catherine Aiken School Stamford, Conn	Bdg Day	HARRIET B. DEVAN Principal	1858	
The Campbell School Windsor, Conn	Bdg Day	A. H. CAMPBELL, Ph.D , A M Principal	1903 $500	9 4 yrs
The Courtland School Bridgeport, Conn	Day	MARY J. MINER Principal	1891	
The Ely School for Schools Greenwich, Conn	Bdg Day	A H. ELY, A.B. E L ELY	 $1000	15 4 yrs
The Gateway New Haven, Conn.	Bdg Day	ALICE E REYNOLDS Principal	1912 $800	16 4 yrs.
Greenwich Academy Greenwich, Conn	Day	WALTER A. WATERMAN, A B Principal	1827 $300	17 5 yrs.
Hillside Norwalk, Conn	Bdg Day	MARGARET R. BRENDLINGER Principal	1883 $750	9 12 yrs.
Miss Howe and Miss Marot's School Thompson, Conn.	Bdg	MALVINA A. HOWE MARY L. MAROT	1905	
Ingleside School New Milford, Conn.	Bdg.	EDITH TEWKSBURY Principal	1892 $1000	15 8 yrs.
Miss Low & Miss Heywood's Sch. Stamford, Conn.	Bdg. Day	Miss LOW Miss HEYWOOD	1883 $900	 9 yrs.
The Oxford School Hartford, Conn.	Day	MARY E. MARTIN Principal	1908 $600	
The Phelps School Wallingford, Conn.	Bdg. Day	FLORENCE M. PECK ALICE E PECK	1905 $600	6

Enr. '14 % ret.	Al. Al. As	Principal, member of School acr. to	Departments and Special Features
			Swedenborgian.
			Outdoor life. Open-air classes.
5 100%			Home life emphasized.
			College preparation.
240			Unexcelled equipment. Strong faculty
10			Montessori Class. Music, Art, Languages
			Outdoor life Manual Training, Household Arts.
			Upper and Lower School.
			Art Department emphasized.
33 75%			Music, Art, Elocution, Domestic Science.
50 50%	1,200 1	Head Mistr. As. Vassar, N. E. Colls	New school bldgs. Athletic fields (25 acres).
76 91%			Music, Art, Archery, Horseback, Golf, etc.
74 66%		Sch Mast. Cl. of N. Y. Math As. Mid. St & Md	Good equipment
74 74%	116 1	Vassar, N. E. Colls	College-trained faculty. Small classes. Much outdoor life.
			Strong faculty.
			Domestic Science. Music emphasized. Much outdoor life.
			Home Department. Domestic Science Course (1 year)
			College Preparatory emphasized.

Name Location	Class.	Head (with degrees) Title	Est. Tui	Fac. L. of C.
Miss Porter's School Farmington, Conn	Bdg	Mrs. Robert P. Keep	1844	
Rosemary Hall Greenwich, Conn.	Bdg.	Caroline Ruutz-Rees, Ph D. Mary E. Lowndes	1890 $1100	20 5 yrs
St. Margaret's School Waterbury, Conn	Bdg. Day	Emily G. Monro, A M. Principal	1875	
Westover Middlebury, Conn.	Bdg.	Mary R. Hillard	1909 $1200	27
Wheeler School North Stonington, Conn	Bdg Day	Royal A. Moore, A B Principal		
Wykeham Rise Washington, Conn.	Bdg.	Fannie E Davies	1905 $850	13 5 yrs.

MIDDLE STATES AND MARYLAND

Academy Mount Saint Vincent N.Y. City	Bdg.	Alice Granahan	1847	
Albany Academy for Girls Albany, N.Y.	Day	Esther L Camp Principal	1814 $600	18 11 yrs.
Alcuin Preparatory School 15 W. 86th St., N.Y. City	Day	Blanche Hirsch Grace Kupfer		20
Miss Bangs & Miss Whiton's Sch. Riverdale Ave., N.Y. City	Bdg Day	Lois A. Bangs Miss Whiton	1890	
The Barnard School for Girls 421–423 W. 148th St., N.Y City	Day	Theo. E Lyon, B.S. Wm. L. Hazen, A B., LL D.	1896 $300	10 4 yrs.
The Benjamin School for Girls Riverside Drive, N.Y. City	Bdg Day	Mrs M C. Benjamin, A.B, A M.	1905	
The Bennett School for Girls Millbrook, N.Y.	Bdg.	May F. Bennett Principal	$1250	13 6 yrs.
The Berkeley Institute 183 Lincoln Pl., Brooklyn, N.Y.	Day	H W. Callahan, A.B., Ph D. Principal	1886	24
Brantwood Hall Bronxville, N.Y.	Bdg. Day	Mary T. Maine, A.B. Principal	1905	
The Brearley School 60 E. 61st St., N.Y. City	Day		1884 $450	8 yrs.
The Briarcliff Sch. for Little Girls Briarcliff Manor, N.Y.	Bdg.	Mrs. F. S. Marshall	1908	
The Brooklyn Heights Seminary 18 Pierrepont St., Brooklyn, N Y.	Day	Ellen Yale Stevens, Ph B. Principal	1851 $225	17 5 yrs
The Buffalo Seminary Buffalo, N.Y.	Day	L. Gertrude Angell, A.B. Principal	1851 $200	13 5 yrs.
Cathedral School of St. Mary Garden City, N.Y.	Bdg. Day	Miriam A. Bytel, A.B. Principal	1877 $750	17 4 yrs.
Miss Chapin's School 32 E. 57th St., N.Y. City	Day	Maria B Chapin	$500	

Enr '14 % ret	Al Al As.	Principal, member of School acr. to	Departments and Special Features
			Traditions Alumnæ.
110 75%	1,000 1		Self-government. Much athletics.
125	500		Episcopal Church School
150		N. E As, Head Mistr As. All Colls. Acc Certs.	
			For boys and girls. Agriculture and Domestic Science.
			Preparatory for Bryn Mawr.

MIDDLE STATES AND MARYLAND

			R. C. School
			College Preparatory.
			35-acre park for outdoor sports.
190 85%	300 1	Smith, Welles, Vassar, etc.	College Preparatory.
			Exclusively for Jewish girls. College Preparatory emphasized
			Outdoor country life. Fully equipped Riding School.
			Extensive grounds, swimming pool.
			College Preparatory.
			For girls under fifteen.
160 55%	527 1	Head Mistr. As. Smith, Vassar, Welles, Mt. Hol.	Open-air school on roof. Montessori Department.
125	112 1	Head Mistr. As., Harv. T. A.	Much outdoor life.
			Boys in Kindergarten and Primary Grades.

Name Location	Class	Head (with degrees) Title	Est. Tui.	Fac. L of C
The Charlton School 646 Park Ave, N Y City	Day	EMILY H WELCH, A B. Principal	1905 $400	24 4–5 yrs.
Mrs. Isabel D. Coates 228 W. 72d St, N Y. City	Day	Mrs. I. D COATES		
The Comstock School for Girls 52 E. 72d St, N Y. City	Day	LYDIA D. DAY Principal	1862	
The Davidsburg School 114 W 85th St., N Y. City	Day	ESTELLE B DAVIDSBURG		
De Lancey School [City West End Ave. & 98th St, N.Y.	Day	AMELIA DE LANCEY Principal	1876	
Mrs. Dow's School Briarcliff Manor, N Y	Bdg.	Mrs. MARY E. DOW Principal	1902 $1100	
Drew Seminary Carmel, N.Y.	Bdg.	R J TREVORROW, A M, D D.	1866 $400	11 4 yrs
Emma Willard School Troy, N.Y.	Bdg Day	ELIZA KELLAS, Ph B Principal	1814	6 yrs.
Miss Fawcett & Miss Hodge Sch. for Girls 127 E 61st St, N Y. City	Bdg Day	MISS FAWCETT MISS HODGE		
The Finch School 61 E 77th St., N.Y City	Bdg Day	Mrs. J. F. COSGRAVE Principal	1900	
The Franklin School Park St., Buffalo, N.Y.	Day	BERTHA A. KEYES, A B. Head Mistress	1893 $275	20 7 yrs
The Gardner School 607 Fifth Ave, N.Y. City	Bdg.	LOUISE ELTINGE M E MASLAND	1857	
Glen Eden Poughkeepsie, N.Y.	Bdg	FRED'K M TOWNSEND, Ph D Director	1900 $600	14 6 yrs
The Graham School 42 Riverside Drive, N Y City	Bdg Day	HOWARD D MINER, A B Principal	1816 $1000	15 6 yrs
The Halstead School Yonkers, N Y.	Day	MARY S JENKINS Principal	1874	
Hamilton Institute for Girls 601 West End Ave, N Y City		Mrs N. A. SHAW, Jr Principal	1903	
Mrs. Hazen's School for Girls Pelham Manor, N Y.	Bdg Day	Mrs J. C HAZEN Principal	1889 $900	
Heathcote Hall Scarsdale, N.Y.	Bdg Day	The Misses LOCKWOOD	1886	16
Miss Hopkins' School for Girls 112 E. 64th St., N.Y. City	Day	EMMA B. HOPKINS, B.S.		
The Knox School Tarrytown, N Y.	Bdg. Day	Mrs. E. R. HOUGHTON, A B. Principal	1904 $1000	6 yrs
Ladycliff Academy Highland Falls, N Y	Bdg	SISTER M. MARGARET		
The Lady Jane Grey School Binghamton, N.Y.	Bdg.	Mrs. JANE G HYDE Principal	1883	

Enr '14 / % ret	Al. / Al. As.	Principal, member of / School acr. to	Departments and Special Features
			College Preparatory. Boys in Kindergarten and Primary Classes.
			A few girls to study Art, Music, Languages.
			Music emphasized.
			For girls from Jewish families.
			Primary Classes for Boys.
			38 acres of grounds.
			College Preparatory, General, Music, Domestic Science.
250			College Preparatory.
			For girls from 16 to 20 years. New ten-story building.
202			
70			Much outdoor life.
60 25%	250 1		Outdoor life a specialty.
65	2		Music, Household Economics. Tennis, Swimming, Riding, etc.
			College Preparatory.
100			On Long Island Sound. Riding, Swimming, etc.
70			Music and Drawing emphasized.
			Domestic Arts Course.
			Household Arts, Secretarial, Fine Arts Courses.
			R C School.
60			

Name Location	Class	Head (with degrees) Title	Est. Tui.	Fac. L of C
Miss Lake's School 47 W. 55th St , N.Y. City	Day	HENRIETTA LAKE		
The Leete School 17 E 60th St , N Y. City	Day	CHARLES A. LEETE, M.A , Ph D Principal	1891 $400	14 12 yrs
The Manor School Larchmont Manor, N.Y	Bdg. Day	MARY E HULL GRACE HUNTINGTON	 $600	
Marymount Tarrytown, N.Y	Bdg	RELIGIOUS OF THE SACRED HEART OF MARY		
Miss Mason's School Tarrytown, N.Y	Bdg	C. E MASON, LL.M.	1895 $1000	37 6 yrs
The Misses Masters School Dobbs Ferry, N Y.	Bdg. Day	The Misses MASTERS Principals	1877	
Miss McFee's School for Girls 152 W. 72d St , N.Y City	Bdg. Day	DONALDA MCFEE, A.B , Ph D Principal	1895 $1000	
Mrs. Randall McIver's School 30 E 57th St., N.Y City	Day	MRS R McIVER Principal		
The Misses Metcalf's School for Girls Tarrytown, N.Y	Bdg Day	HELEN METCALF		
New York Collegiate Institute 345 West End Ave., N.Y. City	Day	MARY SCHOONMAKER	1888 $350	 13 yrs
Oaksmere, Mrs. Merrill's School for Girls Mamaroneck, N Y.	Bdg. Day	W. E. MERRILL, A B., Ph.D. Principal	1906	
The Ossining School Ossining, N Y	Bdg Day	CLARA C. FULLER MARTHA J. NARAMORE	1879	
The Packer Collegiate Institute Brooklyn Heights, N.Y.	Day	EDWARD J. GOODWIN, A.B. Principal	1854	50
The Park School [N.Y. Main St & Jewett Ave., Buffalo,	Day	MISS LEWIS Principal		
Putnam Hall Poughkeepsie, N.Y.	Bdg.	ELLEN C BARTLETT, A B. Principal		
The Rayson School for Girls 164–168 W. 75th St , N.Y. City	Bdg Day	CLARA I. COLBURNE, A.B. MARTHA K. HUMPHREY, A B.	1895	
Riverside School 879 West End Ave , N.Y. City	Day	MARION A. LIGHTHIPE PAULINE W. SHARPE, A.B.	1907 $265	14 13 yrs
Rye Seminary Rye, N.Y.	Bdg Day	Mrs. S. J LIFE The Misses STOWE	1870 $800	16
St. Agatha 553 West End Ave , N.Y. City	Day	EMMA G. SEBRING, A.M. Principal	1898	23
St. Agnes School Albany, N.Y.	Bdg. Day	MATILDA GRAY Principal	1870	
St. Faith's School Saratoga Springs, N.Y.	Bdg	Rev. C. H. PLUM, A B. Rector	1890 $275	11 4 yrs.
St. Mary's School Peekskill, N Y.	Bdg.	SISTERS OF ST. MARY		

Enr. '14 % ret.	Al. Al. As	Principal, member of School acr. to	Departments and Special Features
			Small school.
50 96%	550 1		College Preparatory, Household Arts.
			Special advantages in Music and Languages.
75			R. C. School.
125	1,400 5		College Preparatory. Open-air schoolrooms.
200			Strict discipline. Honor system of government.
			Special classes
			College preparation and physical culture.
			College Preparatory.
			On Long Island Sound, facing the sea. Swimming and water sports.
70			College Preparatory, General, Vocational.
720			Strong faculty.
			Preparatory for Vassar.
115 62%			Little boys taken through fourth year of the Elementary School.
			College Preparatory.
200			Episcopal Church School.
100			Episcopal Church School.
49 60%	43		Episcopal Church School.
			R. C. School.

Name Location	Class	Head (with degrees) Title	Est Tui	Fac L. of C
Scoville School 2042 Fifth Ave , N.Y City	Bdg. Day	HELEN M. SCOVILLE Principal	1899	
The Scudder School for Girls 59 W. 96th St., N.Y. City	Bdg Day	MYRON T. SCUDDER, A B , A M. Principal	1912 $250	15 6 yrs
The Semple School 241 Central Pk. W., N.Y. City	Bdg. Day	MRS. T. D. SEMPLE Principal	1898	
The Spence School for Girls 30 W. 55th St , N Y City	Bdg Day	CLARA B SPENCE, A B	1892	
Ursuline Academy Middletown, N.Y.	Bdg	URSULINE NUNS	1886 $250	10 4 yrs
Ursuline Academy [City 1032 Gr. Concourse Ave , N Y	Bdg. Day	MOTHER M LORETTA		
The Veltin School 160 W. 74th St , N.Y. City	Day	Mlle. LOUISE VELTIN Principal	1886	
Wallcourt Aurora, Lake Cayuga, N.Y.	Bdg	MRS. A G. TAYLOR, A B. Principal		
Miss Louise F. Wickham 338 Lexington Ave., N.Y City	Day	L F. WICKHAM	1893	
Miss Beard's School for Girls Orange, N J	Bdg. Day	LUCIE C BEARD Principal	1892	
Calhoun-Chamberlain School Red Bank, N.J	Bdg	Miss CALHOUN Miss CHAMBERLAIN		
Centenary Collegiate Institute Hackettstown, N.J	Bdg	JONATHAN M MEEKER, D D , Ph D. President	1866 $500	20 4 yrs
Dearborn-Morgan School Orange, N J.	Day	CAROLINE R. CLARK GEORGE SHELLEY	1868	
Dwight School for Girls Englewood, N J.	Bdg Day	EUPHEMIA CREIGHTON ELLEN W. FARRAR	1859	
Ferens School Tenafly, N J.	Bdg Day	The Misses FERENS		
The Hartridge School Plainfield, N J	Bdg Day	EMELYN B HARTRIDGE Principal	1903	
Ivy Hall School Bridgeton, N J.	Bdg. Day	Miss MACDONALD Miss FINN	1861	
Kent Place Summit, N.J.	Bdg Day	SARAH W. PAUL, A.B. Principal	1894 $900	25 12 yrs
The Lakewood School for Girls Lakewood, N.J.	Bdg Day	EDITH SAMSON Principal	1910	
Monteith School South Orange, N J.	Bdg Day	The Misses MONTEITH	1903	
The Newark Seminary Newark, N.J.	Bdg. Day	ANNA F. WHITMORE Principal	1881	
Old Orchard School Leonia, N.J.	Bdg. Day	ANNA G. NOYES, B Sc. Principal	1912	

Enr. '14 % ret.	Al. Al. As	Principal, member of School acr. to	Departments and Special Features
125 75%	400	N. E A.	High School and Secretarial
			Out-of-door life.
90 97%			R. C. School Outdoor Gym. Juvenile and College Preparatory Depts.
85			R C School
			Study of French emphasized.
			Dancing, boating, tennis, hockey, track work
			Special classes. Art, Music, Languages.
200			Country School. Strong faculty.
135 50%	. 1	Sch Mast. As of N.Y. Smith, Vas , Welles., Mt Hol , etc.	Music, Art, Expression. Farm of 160 acres, lake, etc.
			Large day school. Boys through fifth grade.
130			
			For young girls. Little boys in day school.
			Fully equipped Gymnasium.
			Music emphasized.
160	207 23	Head Mistr. As. Smith, Vassar, etc.	Three bldgs Small classes. Athletic fields. Vocational studies.
			College-trained faculty.
			For young girls especially
40			
			For a few very young children.

Name Location	Class.	Head (with degrees) Title	Est. Tui	Fac. L of C.
St. Mary's Hall Burlington, N J.	Bdg Day	Mrs J. Fearnley Principal	1837	
Vail-Deane School Elizabeth, N J	Day	Laura A Vail Head Mistress	1870 $200	14 5 yrs.
Miss Ethel Walker's Sch. for Girls Lakewood, N.J.	Bdg Day	Ethel M. Walker, A M.	1911	
Academy of Notre Dame W. Rittenhouse Sq., Phila, Pa.	Day	Sister Superior		
The Agnes Irwin School 2011 De Lancey Pl., Phila, Pa.	Day		1870 $250	
The Baldwin School Bryn Mawr, Pa.	Bdg Day	Jane L. Brownell, A B, A M.	1880 $1000	
Beechwood Jenkintown, Pa	Bdg Day	M H. Reaser, Ph D. President	1911 $400	30
The Birmingham School Birmingham, Pa.	Bdg	Alvan R. Grier President	1857 $500	
Bishopthorpe Manor South Bethlehem, Pa.	Bdg.	Claude N. Wyant	1868 $530	12 6 yrs.
Miss Cowles' School Hollidaysburg, Pa.	Bdg Day	Emma M. Cowles, A B, Ph.B. Head	1911 $750	15
Darlington Seminary West Chester, Pa	Bdg Day	Mary E. Chambers, A M. Principal	1851 $450	
The Devon School Devon, Pa.	Bdg Day	Emma R. Harrar Principal	$500	
Dilworth Hall Woodland Rd, Pittsburgh, Pa.	Bdg. Day	Janet L Brownlee Principal	$455	
Miss Hills' School 1308 Spruce St, Phila, Pa.	Day	Elizabeth H. Lyman Principal	1893 $250	
The Holman School for Girls 2204 Walnut St., Phila., Pa.	Day	Elizabeth W. Braley, A.B. Principal	1900 $250	12 12 yrs
The Misses Kirk's School Bryn Mawr, Pa	Bdg.	Abby Kirk Sophia Kirk	1890 $800	
The Lankenau School 2200 S. College Ave., Phila., Pa	Bdg. Day	Rev. E. F. Bachmann Principal	1891 $300	18
Dr. Mary B. Leeds 1350 Pine St., Phila., Pa.	Day	Dr. Mary B. Leeds		
Linden Hall Seminary Lititz, Pa.	Bdg.	Rev. E. S. Hagen Principal	1746 $400	20
Miss Marshall's School Oak Lane, Philadelphia, Pa	Bdg. Day	Emma S. Marshall	1895 $700	
The Mary Lyon School Swarthmore, Pa.	Bdg. Day	H. M. Crist, A.B. F. L. Crist, A.B.	1913 $700	20 4 yrs
Moravian Sem. & Col. for Women Bethlehem, Pa.	Bdg.	Rev. John H. Clewell, Ph.D President	1742	

Enr. '14 % ret	Al Al As	Principal, member of School acr. to	Departments and Special Features
70	700		Abundant outdoor life.
111 87%	283 1	Head Mistr. As.	Special grounding in elementary work.
35			
			Little boys in Elementary Department
200			Through College Preparation
			Preparatory for Bryn Mawr.
300			Music, Art, Kindergarten Training, Secretarial Work.
75			Beautiful location.
49	1	Wellesley, Smith, etc.	Music, Art, Arts and Crafts, Domestic Science, etc.
101	23	N E A. Vassar, Smith, etc.	Well-equipped Gymnasium, Swimming Pool.
	400		
109			Preparatory Dept. of Pennsylvania College. Special courses in Music.
			Complete courses from Primary to College.
60 95%	140 1	Smith, Vassar, Wellesley	Special work in English, Crafts, Domestic Science.
			Individual attention.
100			Lutheran.
			Small school.
80			Moravian School.
100			
75 95%	4	Vassar, Smith, etc.	Outdoor class-rooms, 8-acre campus. Music, Art, Domestic Science.
230	8,000		Traditions. Eminent Alumnæ.

Name Location	Class	Head (with degrees) Title	Est Tui	Fac. L of C.
Ogontz School Ogontz Sch P.O., Pa	Bdg. Day	A A. Sutherland Principal	1850 $1200	
Penn Hall Chambersburg, Pa.	Bdg. Day	Frank S. Magill, A M. Principal	1906 $425	12 4 yrs
Miss Sayward's School Overbrook, Pa.	Bdg.	S. Janet Sayward Principal	1892 $850	
The Misses Shipley's School Bryn Mawr, Pa.	Bdg. Day	H. T., E. A , and K. M. Shipley	1893 $1100	
The Shippen School for Girls Lancaster, Pa.	Day	Emily R. Underhill, A B Principal	1908 $140	12
Springside Chestnut Hill, Pa	Day	Mrs. Chapman Miss Jones	1879 $1000	
Thurston Preparatory School 6601 Fifth Ave., Pittsburgh, Pa	Bdg. Day	Alice M. Thurston	1887 $800	
Walnut Lane School Germantown, Pa.	Bdg	S. Edna Johnston, A B. Principal	1857 $700	
Washington Seminary Washington, Pa.	Bdg. Day	Mary McCurdy Principal	1835 $400	
The Winchester School 4721 Fifth Ave., Pittsburgh, Pa.	Day	Miss Mitchell		
Miss Wright's School Bryn Mawr, Pa.	Bdg.	Lila M. Wright	1902 $1200	
Academy of the Holy Cross Connecticut Ave., Wash., D C.	Bdg. Day			
Belcourt Seminary 13th & Girard Sts., Wash., D.C.	Bdg. Day	Mrs. M. B. Somervell Principal		6 yrs
Bristol School for Girls Mintwood Pl , Washington, D.C.		Alice A. Bristol	1904 $1000	
Chevy Chase Seminary Washington, D.C.	Bdg.	Virgil Barker Principal	1902 $700	
The Colonial School for Girls Connecticut Ave., Wash., D.C.	Bdg Day	Charlotte C. Everett Principal	 $1000	
The Misses Eastman's School 17th St , N.W., Wash , D.C.	Day	A. H , M. T , & M. M Eastman	 $700	
Fairmont Seminary Columbia Hgts., Wash., D.C.	Bdg	Arthur Ramsey Principal		
Gunston Hall Florida Ave , Wash., D C	Bdg. Day	Mrs. B. R. Mason Principal	1892 $800	24
Holton-Arms School 2125 S St , Washington, D C	Day	Jessie M. Holton	1901	13 12 yrs.
Irwin Hall Columbia Rd., Wash., D C.		Sarah I Mattingly		
Miss Madeira's School [illegible]	Bdg [illegible]	Lucy Madeira, A.B.	1906 [illegible]	

Enr. '14 % ret	Al. Al As.	Principal; member of School acr. to	Departments and Special Features
			Art, Psychology, Ethics. Family life.
90 65%		Wellesley, Vassar, etc.	Depts of Music and Domestic Science. Month of May spent at seashore.
			Little boys admitted to Elementary Department.
135			Thorough college preparation. Strong faculty.
98 86%	53 1		Fine Gymnasium First-class Domestic Science equipment.
			Home atmosphere
50			Strong faculty.
			Advanced Course of two years.
250			Thorough academic work.
			Preparatory to Bryn Mawr.
			Conducted by the Sisters of the Holy Cross.
50			
75			Two years of college work.
60			Music, Art, Domestic Science.
			Liberal Arts, Fine Arts, Domestic Arts.
50			
60			
100			
128 66%		As. Coll. Sch Mid St. Wellesley, Smith, Vassar	College Preparatory and Cultural Courses.
100			College-trained faculty.

Name Location	Class	Head (with degrees) Title	Est. Tui	Fac. L. of C
Madison Hall R St , N W., Washington, D C.	Bdg Day	Prof. & Mrs G. F. Winston Principals	 $700	
Martha Washington Seminary Connecticut Ave , Wash , D C		Edward W. Thompson Principal		
Mount Vernon Seminary M & 11th Sts., Wash., D.C	Bdg	Elizabeth J. Somers Adelia G Hensley	1875 $1100	
National Cathedral School Mt. St Alban, Wash , D C	Bdg	Jessie C. McDonald, M S Principal	1900 $850	
National Park Seminary Washington, D C	Bdg	John I Cassedy Principal	1894 $800	
St. Margaret's Bdg. & Day Sch. California Ave , Wash , D C	Bdg Day	Sara K Lippincott Susan C Baker	1896 $500	
The Misses Timlow's Bdg. & Day Sch. for Girls Washington, D C	Bdg.	The Misses Timlow	1904	
Washington College Washington, D C.	Bdg Day	F Menefee President	1895	
Washington Seminary 2103 S St., Washington, D C.	Bdg Day	Mrs G. T. Smallwood Mrs. W A. Wilbur	1893 $800	
The Arundell School 1102 N. Charles St., Balt., Md.	Day	Elizabeth A. Carroll, A.B. Head Mistress	1900 $200	13 11 yrs.
Bryn Mawr School for Girls Cathedral St., Baltimore, Md.	Day	Edith Hamilton, A.B , A.M	1885	
Garrison Forest School Garrison, Md	Co D	Mary M. Livingston Head Mistress	1900 $200	13 11 yrs
The Girls' Latin School 1217 St. Paul St , Balt , Md	Bdg Day	N. M Wilmot, A B. Head Mistress	1890 $175	14 12 yrs.
The Hannah More Academy Reisterstown, Md	Bdg Day	Anna L Lawrence Principal	1832	
Hood College Preparatory Dept. Frederick, Md	Bdg. Day	Joseph H. Apple, Ph D President	1893 $300	6 4 yrs.
Mount de Sales Acad. of the Visitation Catonsville, Md	Bdg. Day		1852	
Mt. St. Agnes Col. & High Sch. Mt Washington, Md.	Bdg. Day		1867 $314	
Notre Dame Preparatory School Roland Pk , Baltimore, Md	Bdg Day	Sisters of Notre Dame	 $400	
"Oldfield's" Glencoe, Md.	Bdg.	A. G. McCulloh Rev. D. McCulloh	1866 $400	
Roland Park Country School Roland Park, Md	Day	Nanna D. Dushane	 $175	
St. Timothy's School for Girls Catonsville, Md.	Bdg Day	Jane R Heath Louisa M Fowler	1882	

Enr '14 % ret	Al. Al. As.	Principal, member of School acr. to	Departments and Special Features
			Home and social life.
			Advanced courses.
95			Two years of college work. High standards.
	175		Episcopal.
250			Music, Art, Domestic Science, Secretarial Work, Business Law.
60			
			Thorough work. Literary Course. Modern Language Course.
100	300 1	Wellesley, Smith, Vassar	Athletic field and playground.
225			Afternoon study and exercise under supervision Thorough Coll. Prep.
	300 1	Smith, Vassar, etc.	College Prep and General. Athletic field and playground.
115 80%	500 1	Vassar, Wellesley, Smith, etc.	Beautiful home.
80			Episcopal Diocesan School.
		N.E.A., S. Ed A, As. Coll. Sch. Mid St.	Preparatory Department will separate from the college in 1915.
50			Conducted by the Sisters of the Visitation.
120			
200			Connected with Notre Dame College.
40			Outdoor life
			Playground Department and Primary School.
100	500		Simple, wholesome atmosphere

Name / Location	Class.	Head (with degrees) / Title	Est. / Tui	Fac / L of C.
SOUTHERN STATES				
The Blackstone School for Girls Blackstone, Va.	Bdg Day	Dr James Cannon, Jr Principal	1895	
The Chatham Episcopal Institute Chatham, Va	Bdg. Day	Elizabeth M. Willis, B.P. Principal	1892	12
Dandridge Hall Richmond, Va.		Sarah D. Moore Principal	$600	
Fauquier Institute for Girls and Young Ladies Warrenton, Va.	Bdg Day	Nellie V Butler Principal	1860	
Fort Loudoun Seminary Winchester, Va	Bdg Day	Katherine R Glass President	1905 $300	
Hollins College Hollins, Va.	Bdg.	Matty L. Cocke President	1843	
Leache-Wood Seminary Norfolk, Va.	Bdg. Day	Agnes D West Principal	1871 $325	
Mary Baldwin Seminary Staunton, Va.	Bdg. Day	E C. Weimar Principal	1842 $350	4 yrs.
Randolph-Macon Institute Danville, Va.	Bdg Day	Charles G. Evans, A.M. Principal	1898 $300	21 12 yrs
Roanoke Institute Danville, Va.	Bdg.	W. W. Rivers, A.B , A.M President	1859 $200	19 4 yrs
St. Anne's School Charlottesville, Va	Bdg. Day	Mary H. Du Val Principal	1910 $300	20
Southern Female College Petersburg, Va.	Bdg.	Arthur K Davis, A.M. President	1863 $300	
Southern Seminary Buena Vista, Va.	Bdg	Rev. E. H Rowe Rev. J. S. Engle, A.M.	1867 $295	
Stuart Hall Staunton, Va.	Bdg. Day	Jane C. Howard Principal	1843	
Sullins College-Conservatory Bristol, Va.	Bdg.	Dr. W. S. Neighbors, A M President	1869 $275	
Sweet Briar College for Women Sweet Briar, Va.	Bdg.	Mary K. Benedict, Ph.D.	1900	
Virginia Col. for Young Women Roanoke, Va.	Bdg.	Mattie P. Harris President	1893	6 yrs.
Virginia Intermont College for Young Women Bristol, Va	Bdg. Day	H. G Noffsinger President	$300	
Wirtland Seminary Oak Grove, Va.	Bdg. Day	Mrs. Wm. D. Wirt Principal	1894 $300	5 8 yrs.
Lewisburg Sem. & Cons. of Mus. Lewisburg, W. Va.	Bdg Day	R. C. Sommerville, A.M.	1812 $255	
St. Hilda's Hall Charlestown, W. Va.	Bdg	Maria P. Duval Principal	1915 $100	

Enr '14 % ret.	Al. Al. As	Principal; member of School acr. to	Departments and Special Features
			SOUTHERN STATES
400			College Preparatory. Methodist.
120			College Preparatory. Music, Art, Expression, and Business Courses.
12			For little girls. Number limited to twelve
46			Limited home school.
100			Fine location in Shenandoah Valley.
130			Junior College Course for those coming to college unprepared
			Outdoor study all winter.
300			Unsurpassed climate. Modern equipment.
261 75%		Vassar, etc.	Music, Art, Expression. College Preparatory.
185 75%	500 1		Junior College, Conservatory, and Domestic Science.
160			College preparation. Music, Art, Modern Languages emphasized.
50			Five buildings, Gymnasium. Social training.
120			In Blue Ridge Mountains. College Preparatory.
120			Diocesan School of Virginia.
180			Fine and healthful location. Music emphasized.
240			On 3,000-acre estate. Strong Music Department.
			Strong faculty. Beautifully located.
170			Prep and Junior College. Music a specialty.
			College Prep. and Grammar Grades Individual attention. Outdoor life
130			In Alleghenies, 2,300 ft above sea. Variety of courses.
		Class As of So & Mid. St.	College Preparatory. Music a specialty.

Name Location	Class	Head (with degrees) Title	Est. Tui	Fac. L of C
Stephenson Seminary Charlestown, W. Va.	Bdg	Mrs. C N Campbell Principal	1892	
Asheville School for Girls Asheville, N.C.		Elizabeth K Ford Principal		
Fassifern Hendersonville, N C	Bdg	Kate C. Shipp	1907	
James Sprunt Institute Kenansville, N C.		Rev J E L. Winecoff Principal		
Mont Edgecombe Rocky Mt., N C.		Dr and Mrs. Mercer	$800	
Mount Amoena Seminary Mount Pleasant, N C.	Bdg Day	Rev R A Goodman President	1869	
Ashley Hall Charleston, S C.	Bdg Day	Mary V. McBee, A B., A.M Principal	1909 $400	14 5 yrs.
Brenau College Gainesville, Ga			1878	
Columbus Seminary Columbus, Ga.	Day	Rosa B Snyder, S B	1909 $60	9 4 yrs
Lucy Cobb Institute Athens, Ga	Bdg	Miss Gerdine Miss Brumby	1858 $390	
Pape School Savannah, Ga.	Day	Nina A Pape Principal	1901 $125	13 12 yrs
Shorter Academy Rome, Ga.	Bdg Day		1877	3 yrs.
Washington Seminary Atlanta, Ga	Bdg Day	L. D. Scott Emma B. Scott	1878 $500	22 4 yrs
Miss Woodberry's School Atlanta, Ga	Bdg. Day	Rosa Woodberry	1908	
The Cathedral School Orlando, Fla.	Bdg Day	Rev Roderick P. Cobb Principal	1900	
Florida Open Air School Cedar River, Jacksonville, Fla.	Bdg. Day	Mrs Langdon Caskin Principal	1914	
Miss Tebeau's Bdg. & Day Sch. for Girls Gainesville, Fla.	Bdg Day		1875	12 yrs
Stanton Col. for Girls and Young Ladies Natchez, Miss	Bdg.	Mrs H. P. Todd President	1894	
Hamilton College Lexington, Ky		E. W. McDiarmid, A.M. President	1869 $85	28 6 yrs.
Logan College Russellville, Ky.				6 yrs
Madison Institute Richmond, Ky.	Day	D. B. Cassidy Principal	1856	
Nazareth Academy Nazareth, Ky.	Bdg	Sisters of Charity	1812	

Enr '14 % ret.	Al. Al. As	Principal, member of School acr. to	Departments and Special Features
60			Presbyterian School.
60		As. Coll. Sch So St	
			Presbyterian School.
			Country home school Limited number.
70			Lutheran School.
96 80%		Smith, Vassar, & So Colls.	Outdoor life through the year
			Prep. Course for girls over fourteen.
95 75%	30 1	South. Educ. As.	College Preparatory.
250			College Prep and General. Gymnasium and swimming-pool.
90 90%	1	As. Coll Sch So. St. Vassar and So Colls.	College Prep Large playgrounds. Self-govt. Junior Civic League.
90			Prep. Department of Shorter College.
321 78%	375 1	As. Coll. Sch. So St.	College Preparatory. Small classes.
			College Preparatory. Grammar School Department.
90			Episcopal Church School. Music, Art, Elocution, Physical Culture
22			College Preparatory.
60			Diocesan School of Florida.
90			
265 50%	824	Vassar, Smith, etc.	High School and Junior College Course.
			Junior College. Music, Art, Expression.
80			
100			R. C Institution.

Name Location	Class	Head (with degrees) Title	Est Tui	Fac L of C
Science Hill School Shelbyville, Ky.	Bdg	Mrs W T. Poynter Principal	1825 $350	
Semple Collegiate School Louisville, Ky	Day	Lucy Baird, A B. Principal	1893	12
Carson and Newman College Jefferson City, Tenn		J M Burnett President	1851	4 yrs
Columbia Institute Columbia, Tenn.	Bdg	Rev W. B Capers President	1835	4 yrs
Girls' Preparatory School Chattanooga, Tenn		Grace E McCallie Principal		
Martin Col. and Cons of Music Pulaski, Tenn	Bdg Day	W T Wynn, A B President	1870 $300	19 6 yrs.
St. Catherine's School for Girls Bolivar, Tenn		Mr. Ware Principal		4 yrs.
St. Mary's School Memphis, Tenn.	Bdg	Helen A Loomis M H. Paoli	1874	
Sweetwater Seminary Sweetwater, Tenn.	Bdg	Mr and Mrs. W. S Woodward Principals		4 yrs
Ward-Belmont Nashville, Tenn.	Bdg Day	J D. Blanton President	1912 $500	60 6 yrs
El Paso School for Girls El Paso, Tex.	Bdg. Day	Ora W L Slater Olga E Tafel	1910	9 yrs
The Whitis School Austin, Tex.	Bdg Day	Mary Whitis Principal	1900	

NORTH CENTRAL STATES

Bartholomew-Clifton School Clifton, Cinn., Ohio	Bdg. Day	B. A Ely, A M. M F. Smith	1874	
The Columbus School for Girls Parsons Pl, Columbus, Ohio	Bdg Day	Alice Gladden, A.B. Grace L Jones, A B.	1898 $600	30
Harcourt Place School for Girls Gambier, Ohio	Bdg.	Rev. J Streibert, Ph D. Regent	1888 $500	10 6 yrs
Hathaway-Brown School Cleveland, Ohio	Day	Mary E. Raymond Principal	1876 $175	24 4 yrs.
The H. Thane Miller School Avondale, Cinn, Ohio	Bdg Day	Mrs. H T Miller	1856	
Laurel School 10001 Euclid Ave., Cleve., Ohio	Day	Mrs A E. Lyman Head Mistress	1898	
Oakhurst Walnut Hills, Cinn, Ohio	Day	Helen F. Kendrick	1892	
Our Lady of Lourdes Academy Cleveland, Ohio		Sister M. Superior Superior	1893 $30	7 4 yrs.
The Smead School for Girls Toledo, Ohio	Bdg Day	Rose Anderson, A B. Elsie G. Anderson	1884 $550	12 4 yrs

Enr '14 % ret	Al. Al As	Principal, member of School acr. to	Departments and Special Features
140			College Preparatory. Strong Music Department.
			College-trained faculty.
200			Co-educational.
			Oldest chartered institution for the education of women in the South.
80		As Coll Sch So. St	Preparatory and finishing.
210 80%	325 1	South Educ. As. Wellesley, Wesleyan, etc.	Modern equipment.
60			Episcopal School.
100			Episcopal School.
90			Admits boys.
653 65%		Smith, Wellesley, Vassar, etc	College Preparatory. Strong Music Department.
			College-trained faculty.
130			

NORTH CENTRAL STATES

	450		Strong faculty
257		Head Mistr. As. Mid W. Wellesley, Smith, Vassar, etc	College preparation. Strong faculty.
35 50%	322 1	Wellesley, Vassar, etc.	Domestic Science and Art.
250 95%	349 1		Kindergarten through High School.
50			
300			
			College preparation Music and Art emphasized
220 80%	125 1		R. C. School. Music and Art emphasized.
90 85%	300 1	No. Cent. As No Cent. Colls.	Art and Music. Strong faculty. Large grounds.

Name Location	Class.	Head (with degrees) Title	Est. Tui.	Fac L. of C.
Ursuline Academy St. Martin, Ohio	Bdg.	SISTER MONICA Directress	1845 $300	16 12 yrs.
Elmhurst Connersville, Ind	Bdg.	I B CRESSLER, A B CAROLINE L. SUMNER	1909	
Girls' Classical School Indianapolis, Ind		ANNA F WEAVER, A M	1882	
Miss Landers' School for Girls Indianapolis, Ind	Bdg.	JULIA E LANDERS Principal	1912	
St. Mary's College and Academy Notre Dame, Ind.	Bdg	SISTERS OF THE HOLY CROSS	1855	
Tudor Hall School for Girls Indianapolis, Ind.	Day	FREDONIA ALLEN Principal	1902	
Akeley Hall Grand Haven, Mich	Bdg.	SUSAN A. YERKES Principal	1888 $500	
The Liggett Schools 73 Stimson Pl., Detroit, Mich.	Day	Misses LIGGETT Head Mistresses	1878	
St. Mary's College and Academy Monroe, Mich.	Bdg. Day		1845	
Acad. of the Illinois Women's Coll. Jacksonville, Ill.		JOSEPH R. HARKER	1846	
Boyesen School 4961 Lake Ave, Chi, Ill	Bdg. Day	AUGUSTA BOYESEN Principal		
Brooks School Ashland Boulevard, Chi, Ill.	Day	EFFIE A. GARDNER Principal	1890 $200	10 4 yrs.
The Chicago Institute Chicago, Ill.	Day			
Chicago Latin School for Girls 59 Scott St., Chi., Ill.	Day	MABEL S VICKERY President	1888	
Evanston Classical School Evanston, Ill.	Bdg. Day	MRS ALICE GOVE Principal	1904	
The Faulkner School for Girls Dorchester Ave, Chi, Ill.	Day	ELIZABETH FAULKNER	1909 $225	24 4–5 yrs
Ferry Hall Lake Forest, Ill.	Bdg. Day	MIRIAM CONVERSE Act'g Principal	1869	
Frances Shimer School Mt. Carroll, Ill.		Rev W. P. MCKEE Dean	1853 $400	
Geneseo Collegiate Institute Geneseo, Ill.		N W. THORNTON, A M. Principal	1884	
Girton School for Girls Winnetka, Ill.	Bdg Day	FRANCIS K. COOKE Principal	1898 $800	22 4 yrs.
Jennings Seminary Aurora, Ill.	Bdg.	BERTHA A. BARBER, B S Principal	1859 $225	12 4 yrs
The Kenwood-Loring School 4600 Ellis Ave., Chi., Ill.	Bdg. Day	MRS S. D. LORING HELEN D. LORING	1876 $800	16

Enr. '14 % ret	Al. Al. As.	Principal, member of School acr. to	Departments and Special Features
50	400 1	Cath Univ, Ohio St Univ.	Known as "School of the Brown County Ursulines" R. C. School.
24			In an old mansion on a farm. Limited to 24 pupils.
			Kindergarten Department.
			Protestant Episcopal School.
350			R C School
160			
			Small Episcopal School.
400			Strong faculty and equipment.
180	450		R. C. School.
			Methodist. College Preparatory.
			Christian Science School.
65			Boys in Lower School. Man. Train., Physical Culture.
			Prep. School of Chicago Univ.
			High standard of scholarship.
			Small School.
225 80%	27 1	Smith, Vassar, etc.	Strong faculty and equipment.
100			Prep School and Junior College.
140			Affil. with Univ. of Chicago. Modern equipment.
100			Co-educational. Department of Music emphasized.
84 70%	219 1	Smith, Vassar, etc.	Fine equipment. Out-of-door sports emphasized.
121 60%	1	No. Cent As.	Spec. Courses in Music and Elocution
175			Individual attention.

Name Location	Class	Head (with degrees) Title	Est Tui	Fac L. of C.
Lake View Institute 442 Wellington Ave, Chi, Ill.	Bdg Day	SARAH A ANABLE		
Monticello Seminary Godfrey, Ill.	Bdg.	MARTINA C. ERICKSON Principal	1835	
St. Anne's Academy St. Anne, Ill	Bdg. Day	SISTERS OF CONGREG. OF NOTRE DAME		
St. Mary's Knoxville, Ill.		CHARLES W TEFFINGER EMMA HOWARD	1868	
Starrett School for Girls 47th St, Chi, Ill	Day	Mrs. H E. STARRETT Principal		
Stevan School for Girls 4313 Drexel Boulevard, Chi, Ill	Bdg Day	Mrs L. M. WILSON, A B.	1890 $700	8 4 yrs
Waterman Hall Sycamore, Ill	Bdg.	Rev. B F FLEETWOOD Rector	1888	
Grafton Hall Fond du Lac, Wis.	Bdg.	B. T. ROGERS, A M. Warden	1894 $100	18 8
Hillcrest School Beaver Dam, Wis.	Bdg.	SADIE M. DAVISON Principal	1911	
Kemper Hall Kenosha, Wis.	Bdg	MOTHER M. CLARE		
Milwaukee-Downer Seminary Milwaukee, Wis.	Bdg Day	ELLEN C SABIN, A.M. President	1895	
The Acad. of Albert Lea College Albert Lea, Minn.		GERTRUDE S. KINGSLAND Dean	1884	4 yrs.
Bethlehem Academy Faribault, Minn.				
College of St. Catherine St. Paul, Minn		SISTERS OF ST. JOSEPH	1905	
Graham Hall Minneapolis, Minn.	Bdg. Day	ELIZABETH CARSE Principal	1900	
Miss Loomis' School St. Paul, Minn.	Day	ANNIE J. LOOMIS Principal		
Lutheran Ladies' Seminary Red Wing, Minn.		Rev. HANS ALLEN	1892	
Oak Hall St. Paul, Minn.	Bdg. Day	Mrs. C. H. BACKUS Principal	1885 $600	
St. Mary's Hall Faribault, Minn.	Bdg	CAROLINE W. ELLS Principal	1866	
Stanley Hall Pleasant Ave., Minn, Minn.	Bdg Day	OLIVE A. EVERS Principal	1890 $700	27 4 yrs.
Villa Sancta Scholastica College, Acad., & Prep.Sch. Duluth, Minn.	Bdg. Day	Rt. Rev. J. McGOLRIC	1892	
Oak Grove Lutheran Ladies' Seminary Fargo, N.D.	Bdg		1906	

Enr. '14 % ret.	Al Al. As	Principal, member of School acr. to	Departments and Special Features
75			
140			Oldest girls' school in the West.
			R. C School.
			From Kindergarten to College Preparatory.
80 92%	150 1		
70			Church School.
65 51%	162 1	Wellesley, Vassar, etc	New buildings. Modern equipment.
			For little girls
120			Primary, Preparatory, and Collegiate.
			High academic standard.
15			Presbyterian.
120			R. C. School.
150			R. C. School. Offers equivalent of High School and College Courses.
200			Boys in lower grades.
90			
135			Department of Music emphasized. Largely Scandinavian.
200			
80			Strong church influence.
164 85%		N. E. A. Wellesley, Vassar, etc.	Music and Art emphasized School of Home Economics, Fine Arts, etc.
120			R. C. School.
100			Largely Scandinavian.

Name Location	Class.	Head (with degrees) Title	Est. Tui	Fac. L. of C.
All Saints School Sioux Falls, S D.	Bdg	HELEN S PEABODY Principal	1885	
St. Katherine's Davenport, Ia		SISTER ESTHER Sister Superior	1884 $500	20 15 yrs.
Miss Barstow's School Westport Ave., Kans City, Mo	Bdg Day	MARY L. C. BARSTOW		
Hardin College and Conserv'ry Mexico, Mo.	Bdg.	JOHN W MILLION President	1873	
Hosmer Hall Wash. Boulevard, St Louis, Mo.	Bdg Day	LOUISE MCNAIR Principal	1884	
Lenox Hall Univ City, St Louis, Mo.	Bdg Day	MRS M. L. THOMAS		
Lindenwood St. Charles, Mo	Bdg. Day	JOHN L. ROEMER, D D President	1831 $500	15 4 yrs.
Mary Institute Lake & McP Aves, St Louis, Mo.	Day	EDMUND H SEARS, A B. Principal	1859	
Stephens Junior College Columbia, Mo.		JAMES M. WOOD Head Master	1856	
William Woods College Fulton, Mo.	Bdg	J. L GARVIN, A M., B D. President	1890 $350	24 6 yrs.
Brownell Hall 10th St, Omaha, Neb.	Bdg Day	EUPHEMIA JOHNSON Principal	1863 $550	24 7 yrs
Wolcott School Denver, Col.	Bdg. Day	J D. S RIGGS	1898	

PACIFIC COAST STATES

The Annie Wright Seminary Tacoma, Wash.		ADELAIDE PRESTON Principal	1884	
Brunot Hall Spokane, Wash.	Bdg Day	JULIA P BAILEY Principal	1895 $500	15 4 yrs.
St. Paul's School for Girls Walla Walla, Wash	Bdg. Day	NETTIE M. GALBRAITH Principal	1872	
St. Margaret's Hall Boise, Idaho	Bdg. Day	LEONORA COX, B.S. Principal	1892	
New Jersey Academy Logan, Utah	Bdg		1878	7 yrs.
Rowland Hall Salt Lake City, Utah		GEORGIANA HUMPHREYS Principal	1880 $500	17 4 yrs
Angeles Vista School Los Angeles, Cal.	Bdg Day	ETHELWYN WING	1908	
The Bishop's Schools San Diego & La Jolla, Cal.	Bdg Day	CAROLYN MACADAM Act'g Principal	1910	
Miss Burke's School for Girls Broderick St, San Fran., Cal	Day	KATHARINE BURKE Principal		

Enr. '14 % ret	Al. Al. As	Principal, member of School acr. to	Departments and Special Features
100			Episcopal.
110 80%	200 1	Smith, Vassar, etc.	Music emphasized
150			
200			College-trained faculty.
75			College preparation. Strong faculty.
126 30%	509	No. Cent. As. Smith, Vas, etc.	College-trained faculty. New Gymnasium and Conservatory of Music.
400			College Preparatory.
225			Prep. School and Junior College.
177 43%	392 1	No Cent. As.	School of Art, Music, Expression, Home Economics.
106 67%	279 1	No Cent. As.	Episcopal. Junior, Academic, and Postgraduate Departments.
			College preparation emphasized.

PACIFIC COAST STATES

100			College Preparatory and Intermediate Courses
75 50%	85 1	Inl. Emp. T. A. Smith, Vassar, etc.	Music, Art, Gymnastics
			Episcopal.
125			Episcopal.
60			
125 65%	164	Vassar, Smith, etc	Strong specialized faculty.
50			
			Episcopal. Day School at San Diego. Boarding School at La Jolla.

Name Location	Class	Head (with degrees) Title	Est. Tu.	Fac. L of C.
Castilleja School Palo Alto, Cal	Bdg Day	MARY I. LOCKEY, A.B. Principal	1907 $1000	23
Dominican College San Rafael, Cal.		SISTERS OF DOMINICAN ORDER	1890	
Girls' Collegiate School Los Angeles, Cal	Bdg. Day	ALICE K. PARSONS JEANNE W DENNEN	1892 $800	23 6 yrs.
Hamlin School Pacific Ave, San Fran., Cal.	Bdg. Day	SARAH D. HAMLIN Principal		10
Miss Harker's School Palo Alto, Cal.	Bdg Day	CATHERINE HARKER Principal	1902 $900	14 4 yrs.
Miss Head's School Berkeley, Cal.	Bdg. Day	MARY E. WILSON Principal	1887 $800	28 4 yrs
The Hollywood Sch. for Girls Hollywood, Cal.	Bdg.	SOPHIE S HOGAN E ANTOINETTE ELY		
The Horton School Oakland, Cal.	Day	SARAH W. HORTON Principal	1884	
Huntington Hall South Pasadena, Cal	Bdg	FLORENCE HANAD President	1905	
The Marlborough W. 23d St., Los Angeles, Cal.	Bdg Day	GRACE WILTSHIRE Principal	1889	
Miss Murison's School Clay & Pierce Sts, San Fran, Cal	Bdg Day	ELIZABETH L. MURISON		
The Orton School Pasadena, Cal		ANNA B ORTON Principal	1890	6 yrs.
Miss Ransom and Miss Bridges' Sch. for Girls Piedmont, Cal	Bdg. Day	MARION RANSOM EDITH BRIDGES	1906	20
The Watson School Berkeley, Cal	Bdg. Day	MRS C. L. WATSON	1908	
Westlake School for Girls Alvarado St, Los Angeles, Cal.	Bdg Day	FREDERICA H DE LAGUNA JESSICA S. VANCE		

Enr '14 % ret	Al. Al As	Principal, member of School acr to	Departments and Special Features
110 75%	91 1	Cal. As of T of Eng Smith, Vassar, etc	Four new buildings. Beautiful grounds
			R. C School. School of Music.
140 70%	344 2	Smith, Vassar, etc	Technical School School of Music. College-trained faculty.
100			Boys in Elementary Department
107 57%	1	Stanford, Vassar, etc.	Montessori Department. Music Strong faculty.
144 57%	310 1	Univ of Cal , Stanford, etc.	Four buildings. Music Department. Strong faculty.
			Recitations outdoors
			Kindergarten to College Preparatory.
155	300		English emphasized.
75			Much outdoor life.
100			New buildings
200			Primary to College Grades.

CO-EDUCATIONAL

NEW ENGLAND

Name Location	Class	Head (with degrees) Title	Est. Tu	L. of C. Control
Berwick Academy South Berwick, Me.	Bdg Day	T. F. DOWNEY Head Master	1791	4 yrs.
Coburn Classical Institute Waterville, Me.	Bdg Day	D T HARTHORN, A M Principal	1829 $45	4 yrs. Bd of Trus
Foxcroft Academy Foxcroft, Me.	Day	G W. COLE, A B Principal	1823	4 yrs. Bd. of Trus
Fryeburg Academy Fryeburg, Me		RIDGLEY C CLARK Principal	1792	4 yrs.
Hebron Academy Hebron, Me.	Bdg	W E SARGENT Principal	1804	Bd. of Trus.
Lincoln Academy New Castle, Me.	Bdg Day	G H. LARRABEE Principal	1805	4 yrs
Maine Central Institute Pittsfield, Me.	Bdg.	S. R. OLDHAM, A.B. Principal	1866 $30	4 yrs Bd. of Trus.
The Maine Wesleyan Seminary Kent's Hill, Me.	Bdg. Day	J O. NEWTON, A B.	1825	
North Yarmouth Academy Yarmouth, Me.	Bdg Day	J O HALL, Jr., A.B. Principal	1814 $250	4 yrs Bd of Trus
Oak Grove Seminary Vassalboro, Me.	Bdg.	L T. JONES, A.M , Ph D. Principal	1850 $230	Bd. of Trus.
Westbrook Seminary Portland, Me	Bdg. Day	C. P. QUIMBY, A B , A M. President	1831	4 yrs. Universalist
Colby Academy New London, N H.	Bdg. Day	J O. WELLMAN, A B Principal	1837	
Kimball Union Academy Meriden, N.H.	Bdg.	C. A. TRACY, B.L. Principal	1813 $275	4 yrs. Bd. of Trus
New Ipswich Appleton Academy New Ipswich, N H	Day		1789	
Proctor Academy Andover, N.H.	Bdg. Day	F. T. CLAYTON, A.M. Principal	1881 $250	
Sanborn Seminary Kingston, N H.	Bdg Day	Z. WILLIS KEMP, Ph.D. Principal	1888 $40	Bd. of Trus.
Tilton Seminary Tilton, N.H.	Bdg Day	GEO L. PLIMPTON Principal	1845	
Montpelier Seminary Montpelier, Vt.	Bdg Day	Rev. JOHN W. HATCH Principal	1832	4 yrs
St. Johnsbury Academy St. Johnsbury, Vt.	Bdg. Day	M. G BENEDICT Principal	1843	

SCHOOLS

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
		90	in all	
3	5	62	50	Fine new athletic field Location.
				On banks of Piscataquis River.
		130	in all	
		250	in all	Largely preparatory for Colby College.
4	7	113	108	Inter-scholastic athletics. Debating, Normal Training, Domestic Science
				Large farm. Agricultural Course.
2	2	18	26	Fine new laboratory. Agricultural Course.
3	4	36	35	Close to Maine's forests. New Gymnasium.
		120	in all	Notable alumni.
				Separate department for young boys.
5	4	70	60	Healthful location. New Dormitory and Gymnasium.
				"Self-boarding Plan" for pupils of limited means.
2	6	60	39	New Dormitory for Girls. College-trained faculty.
				Seven buildings Separate building for young boys.
		170	in all	College preparation emphasized.
				College preparation emphasized.

Name Location	Class	Head (with degrees) Title	Est. Tui.	L. of C Control
Troy Conference Academy Poultney, Vt.	Bdg	C. L. LEONARD, A B, D D Principal	1834 $350	4 yrs. Bd of Trus
The Buckingham School 2 Buck. Pl., Cambridge, Mass	Day	K M THOMPSON, A B Principal	1902 $175	Incorp
The Chestnut Hill School Chestnut Hill, Mass	Day	MARTHA A CUSHMAN Head Mistress	1893 $225	
Cushing Academy Ashburnham, Mass	Bdg Day	H S COWELL, A M. Principal	1875	
Dean Academy Franklin, Mass	Bdg	A. W PEIRCE, Lit D. Head Master	1865 $350	4 yrs Bd. of Trus.
Derby Academy Hingham, Mass.	Day	MRS MARITA M BURDETT Principal	1784 $39	
Miss Pierce's School Brookline, Mass.	Day	JULIA B. PARK, A B Principal	1887	
Thayer Academy Braintree, Mass.	Day	WM. GALLAGHER Head Master	1877	
The East Greenwich Academy East Greenwich, R I	Bdg	SAM W. IRWIN, S.T B	1802	Bd. of Trus
The Moses Brown School Providence, R.I.	Day	SETH K GIFFORD, Ph D Principal	1784	
The Gilbert School Winsted, Conn.	Day	WALTER D HOOD Principal	1895	
Norwich Free Academy Norwich, Conn.	Day		1854 $40	

MIDDLE STATES AND MARYLAND

Adelphi Academy Lafayette Ave., Brooklyn, N.Y.	Day	E. C ALDER, A B., A.M., Principal	1863 $180	13 yrs Incorp.
The Cazenovia Seminary Cazenovia, N.Y	Bdg Day	C D SKINNER, A B., D.D. President	1824 $350	4 yrs Bd. of Trus
The Cook Academy Montour Falls, N.Y	Bdg Day	EMIL HANKE, A.B Principal	1872 $400	4 yrs Baptist
Country Home School Chappaqua, N.Y	Bdg	Mrs. J. COX, B L, D.Sc. Directress	1910 $400	Private
Ethical Culture School Central Park West, N.Y. City	Day	FRANKLIN C. LEWIS, M A Superintendent	1878 $300	5 yrs Incorp.
Friends Academy Locust Valley, L I., N.Y.	Bdg. Day	NELSON A JACKSON, A B. Principal	1876	
Friends School Schermerhorn St., Brooklyn, N Y	Day	J L CARVER, A M., Ph D. Principal	1867 $200	13 yrs Bd of Trus.
Friends Seminary 226 E. 16th St, N.Y. City	Day	E. B. RAWSON, B.S, Pd.M. Principal	1861 $250	4 yrs Bd of Trus
Genesee Wesleyan Academy Lima, N Y.	Bdg Day	Rev E. D SHEPARD President	1832	

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
5	12	175	175	Modern equipment. Strong faculty.
13	in all	118	in all	For young girls and boys.
9	in all	76	in all	Prep. for Secondary Schools.
				Six modern buildings.
8	10	130	110	Domestic Science Course. Swimming-pool.
				In a fine old building.
		94	in all	For young boys and girls.
		120	in all	
		150	in all	Military Drill, Athletics. College Prep , Commercial, Music Courses
				Separate Department for young boys.
		270	in all	Private high school
		600	in all	Low tuition.

MIDDLE STATES AND MARYLAND

12	35	320	360	College Prep., Commercial, Household Science.
5	7	71	79	College-trained faculty.
6	3	72		Girls admitted as day students only. Military Drill.
1	2	4	6	Home atmosphere. Outdoor freedom.
16	51	286	451	Open-air Department. Recreation Field with Outdoor Gymnasium Equipment.
		100	in all	College Preparatory and General.
17	2	120	88	New building. Eleven outdoor class-rooms on roof.
3	13	74	76	
		200	in all	College preparation emphasized.

Name Location	Class	Head (with degrees) Title	Est. Tui	L of C. Control
Hartwick Seminary Hartwick, N.Y.	Bdg Day	J. G Traver Principal	1797 $200	Lutheran
The Oakwood Seminary Union Springs, Cayuga, N.Y.	Bdg. Day	Walter H Wood Principal	1796 $275	Friends
Palmer Institute Lakemont, Yates Co., N.Y	Bdg Day	M Summerbell President	1839 $275	
Staten Island Academy New Brighton, L I., N.Y	Day	Frank R. Page Head Master	1887 $190	Bd. of Trus.
Hasbrouck Institute Jersey City, N.J		C C Stimets, A M. Principal	1856	
Hoboken Academy Hoboken, N J	Day	Wm C Raymond Principal	1860	
Short Hills School Short Hills, N J.		H F. Twitchell		
The Spining School South Orange, N J.	Day	Harriet M Spining, A M. Principal	1900	
Abington Friends School Jenkintown, Pa.	Day	Mrs. L L Kellogg Principal	1887 $300	
The Easton Academy Easton, Pa.	Day	Samuel R. Park Principal	1884	
Friends Central School 15th & Race Sts., Phila., Pa	Day	W. Elmer Barrett Principal		
Friends' Select School Philadelphia, Pa	Day	W. W Haviland Principal	1832	
George School Bucks Co , Pa	Bdg	Geo A Walton, A M. Principal	1893 $450	5 yrs.
Germantown Friends School Germantown, Pa	Day	Stanley R Yarnall, A M Principal	1845 $175	12 yrs Bd of Dir
Keystone Academy Factoryville, Pa.	Bdg.	Benj. F. Thomas, A M. Principal	1868 $300	
The New Bloomfield Academy New Bloomfield, Pa.	Bdg. Day	D. C. Willard, A B Principal	1838	
Perkiomen Semmary Pennsburg, Pa.	Bdg.	Rev O S. Kriebel, A M , D D. Principal	1875 $400	
Williamsport Dickinson Sem'y Williamsport, Pa	Day	Rev B. C. Conner, D D. President	1848 $350	
Sidwells' Friends School 1811 I St , Washington, D C.	Day	Thomas A Sidwell, A M. Frances H Sidwell, A B.	1883 $200	12 yrs.
Blue Ridge College Academy New Windsor, Md.		Rev P. H Bowman, A.B President	1899 $185	

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
				Course in Lutheran Theology.
		80	in all	College preparation emphasized.
		60	in all	Fine location.
5	15	120	128	Complete equipment. Boy Scout and Camp Fire movement utilized
		200	in all	College preparatory.
		100	in all	From kindergarten to college preparation.
		100	in all	
				Individual attention.
				College preparation.
		150	in all	
		700	in all	Largely girls.
		100	200	Large Elementary Department.
26	in all	246	in all	Modern equipment. Athletics supervised by faculty
7	21	193	242	Large library. Five buildings.
				Mountainous location.
		150	in all	Business. Normal. Music. Junior Dept. emphasized.
				Small classes.
				College preparation. Wide range of courses.
18	in all	247	in all	Playground and Country Club House.
12	in all	49	34	Agriculture Business. Music. Art.

NEW ENGLAND

Name Location	Head (training) Title	Est Tui	Fac. Fac F. T.	Enr F. T	L. of C. Al
Faelten Pianoforte School 30 Huntington Ave , Boston, Mass	CARL FAELTEN Director	1897 $180	13 10	600 700	4 yrs. 154
N. E. Conservatory of Music Huntington Ave , Boston, Mass.	GEORGE W. CHADWICK Director	1853 $275	125 123	2,800 2,400	4 yrs 1,401
The New Haven School of Music New Haven, Conn.	HAROLD HUNI Director	1911 $40	6 6	160	

MIDDLE STATES AND MARYLAND

The Am. Inst. of Applied Music 212 W. 59th St , N Y City	KATE S CHITTENDEN	1900	29	400	
Brooklyn Academy of Mus. Art 549 Greene Ave , Brooklyn, N Y.	R. W CONNOR Director				
Crane Normal Institute of Music Potsdam, N Y.	JULIA E. CRANE Principal	1884 $200	8		
The Elinor Comstock Sch. of Mus. 1000 Madison Ave , N Y City	ELINOR COMSTOCK Principal	1914 $1500	9		
The Inst. of Mus. Art of N.Y. 120 Claremont Ave , N.Y City	FRANK DAMROSCH, Mus D. Director	1905 $250	67 18	605 498	3 yrs. 336
The Ithaca Cons. of Music Ithaca, N.Y.	W G. EGBERT, Mus M. President	1892 $100	28 24	550 350	4 yrs 226
Mollenhauer Cons. of Music 73 Livingston St., Brooklyn, N Y	HENRY MOLLENHAUER Director	1868			
The Nat. Cons. of Mus. of Am. 126 W. 79th St , N.Y. City	MRS J M THURBER President	1885			
New York College of Music 128 E. 58th St , N Y. City	CARL HEIN President	1878	42	500	2 yrs.
The von Ende School of Music 44 W 85th St , N Y. City	HERWEGH VON ENDE Director		19		
Combs Broad St. Cons. of Music 1327 S. Broad St., Phila , Pa.	GILBERT R COMBS Director	1885	60	1,500	
Philadelphia Musical Academy 1617 Spruce St , Phila , Pa.	RICHARD ZECKWER Director	1870	29		
Peabody Cons. of Mus. of Balt. Charles St., Baltimore, Md.	HAROLD RANDOLPH Director	1868 $60	60	1,300	

NEW ENGLAND

Section of Patr. / Control	Entr. Requirements / Age limits	Special Features
Boston and New England		Careful supervision. The Director originator of Faelten System.
Widespread / Bd. of Trustees		Orchestra. School of Grand Opera Breadth of Musical Training.
New Haven and Vicinity		An Incorporated Mutual Association of Music Teachers

MIDDLE STATES AND MARYLAND

		Strong faculty.
		Personal attention. Limited to 65
		Academic study also.
United States / Trustees	15–30 yrs	Orchestra, Band, Chorus. Strong faculty.
United States / Corporation		Four buildings in center of city A N.Y. State registered school
		Chartered by special act of Congress.
Widespread		Same training as foremost European conservatories.
		Strong in Piano and Violin Depts. Eminent faculty.
		Reciprocal relations with University of Pennsylvania.
		Practical and Theoretical Music by Class System.
		Oldest endowed institution of its kind.
		A Resident Music School.

Name Location	Head (training) Title	Est. Tui	Fac. Fac. F. T.	Enr F. T	L. of C. Al.
SOUTHERN STATES					
Birmingham Cons. of Music Birmingham, Ala.	Mr and Mrs W Gussen Directors	1895 $160	7	145	
Judson College Marion, Ala.	Edward L. Powers Director	1838		160	
Gainesville Cons. of Music Gainesville, Fla.	J Oscar Miller Director	1912 $150	3 3	65	4 yrs
NORTH CENTRAL STATES					
Cincinnati Cons. of Music Highland Ave., Cinn., Ohio	Bertha Baur Directress	1867	60		
The College of Mus. of Cincinnati Elm St., Cinn., Ohio	A. J. Gantvoort Manager	1878			
Dana's Musical Institute Warren, Ohio	Wm. H. Dana, F.C M President	1869	12 9	152 100	4 yrs. 264
Oberlin Conservatory of Music Oberlin, Ohio	C. W. Morrison, Mus.D. Director	1865 $569	35	550 400	4 yrs 300
The Toledo Cons. of Music Toledo, Ohio	Bradford Mills, B.M. Director	1900		575	
Indianapolis Cons. of Music N. Meridian St., Ind., Ind	Edgar M. Cawley Director	1897			
Detroit Conservatory of Music Detroit, Mich	F. L. York, A M Director	1874	100	1,300	
The University School of Music Ann Arbor, Mich	A. A. Stanley, A.M.	1880 $180	30 30	478 350	4 yrs. 450
American Conservatory of Music 304 S. Wabash Ave., Chicago, Ill.	J. J Hattstaedt President	1886	77 43	2,000	
Bush Conservatory 800 N Clark St , Chicago, Ill.	K M Bradley Director				
Chicago Musical College 624 S. Mich Blvd , Chicago, Ill	Dr. F. Ziegfield President	1867	75	2,000	
Columbia School of Music 509 S. Wabash Ave., Chicago, Ill	Clare O. Reed Director	1901	60		
The Cosmopolitan Sch. of Music Audit. Bldg , Chicago, Ill.	Mrs W. S. Bracken President				3 yrs
Hadley School of Music 431 Wabash Ave , Chicago, Ill.	Grant Hadley Director				
Knox Conservatory of Music Galesburg, Ill.	W. F. Bentley, Mus D. Director	1883		230	
Maclean School 624 S. Mich. Ave., Chicago, Ill.	Dr. Juan C. Maclean President	1908			
The M. W. Chase Sch. of Musical Arts 410 Mich. Ave., Chi., Ill.	Mary Wood Chase	1907	28		

Section of Patr. / Control	Entr. Requirements / Age limits	Special Features
		SOUTHERN STATES
Alabama	5 yrs	Fletcher Method for Children.
Florida and So States / Private		Delightful climate. Highly educated faculty.
		NORTH CENTRAL STATES
	6 yrs.	Strong faculty.
		Teachers' Training Dept. Elocution and Languages as well as Music.
Widespread / Corporation		Chorus, Band, Orchestra. Dormitories for men and women
Widespread	H Sch Educ.	Affiliated with Oberlin College. Large Student Orchestra.
N W. Ohio, Mich., Ind.		Normal Training for Teachers emphasized
		Dormitory for resident students.
Michigan		Strong faculty. Dormitories. Complete Academic Department.
Mich. and Mid. West		Affiliated with Univ. of Michigan. Chorus and Orchestra.
West and South / Corporation		Normal Training School. School of Expression. Orchestra.
		School of Opera.
		Summer Course. Evening classes. Strong faculty.
		Special course in Eurythmics.
Corporation		Academic and Dramatic Art Courses
		Department of Knox College. Dormitory for Girls.
Widespread / Corporation		Children's Classes. Training Concert Pianists.

Name Location	Head (training) Title	Est. Tui.	Fac Fac F. T	Enr F. T.	L. of C. Al.
The Sch. of Mus. of N. W. Univ. Evanston, Ill	P C Lutkin, Mus D Dean	1891	36 24	620	2-4 yrs
The Sherwood Music School 410 S. Mich. Ave., Chicago, Ill.	Georgia Kober President	1910			
The Tech. Norm. Sch. of Chicago 3207 Mich. Blvd, Chicago, Ill		1911			1-3 yrs
Lawrence Cons. of Music Appleton, Wis.	Frederick V Evans Dean	1863		200	
Minneapolis School of Music 42 8th St, S Minn., Minn	Wm H Pontius Director	1907	50	1,300	
The Northwestern Cons of Mus. 806 Nicollet Ave., Minn., Minn	Olive A. Evers President	1885	40	600	
Des Moines Col., Cons. of Mus. Des Moines, Ia	M L Bartlett Director			100	4 yrs.
Drake Univ., Cons. of Music. Des Moines, Ia	Holmes Cowper Dean	1881		500	
Beethoven Cons. of Music Taylor St, St. Louis, Mo.	Brothers Epstein Directors				
School of Pianoforte Playing 722 Kansas Ave, Topeka, Kan.	Annie M. P. Bundy Director	1901			
The University School of Music Lincoln, Neb.	Willard Kimball, Mus B. Director	1894 $200	35 34	680 500	4 yrs 207
PACIFIC COAST STATES					
Col. of the Pacific, Cons. of Music San Jose, Cal.	Warren D. Allen Director	1852 $160	11 4	125 75	4 yrs.
Oakland Conservatory of Music Oakland, Cal	Adolph Gregory Director	1891			
Univ. of So. Cal., Col. of Music Los Angeles, Cal.	W F. Skeele, A B. Dean	1886 $240	12	150	4 yrs 90
Von Stein Academy S. Hill St., Los Angeles, Cal.	H C. Von Stein President	1905		400	

Section of Patr. / Control	Entr. Requirements / Age limits	Special Features
Middle West Bd of Trustees	H Sch Educ	A Professional Music School. Summer School
		Normal Course, Dramatic Art.
	H. Sch. Educ.	Prep. to teaching Art, Music, Domestic Science, Physical Education, etc.
Wisconsin		Department of Lawrence College. Dormitories for women.
N. W. States and Can.		Oratory and Dramatic Art also.
N W. States and Can.		Summer School. Evening classes. Norm. Course. Art and Expression
Iowa		
West and Canada		Special work for teachers.
		Elocution Courses.
Neb. and No. Cent. St.	H. Sch. Educ.	Strong faculty Normal Course. Student Band and Orchestra.

PACIFIC COAST STATES

Pacific Coast Bd. of Trustees		Pacific Choral Society. Course in Public School Music
		Scholarships.
Southern Cal. Private		Glee Clubs.
		All branches of music and art.

NEW ENGLAND

Name Location	Head (with degrees) Title	Est Tui	Fac. F. T	Endow. Control
Commonwealth Art Colony Boothbay Harbor, Me.	Asa G. Randall, B.S. Director	1904 $40	10	Corporation
Fenway School of Illustration Fenway Studios, Boston, Mass.	Susan E. Phillips Director			
Lowthorpe Sch. of L'scape Arch. for Women Groton, Mass.	Georgiana J. Sanders	1901		
New Sch. of Des. and Illustration 248 Boylston St., Boston, Mass.		1911	6	
Sch. of Fine Arts, Crafts, and Dec. Des. 90 Westland Ave, Boston	Katherine B Child Director	1914 $110		
Sch. of the Museum of Fine Arts Huntington Ave, Boston, Mass.	Alice F Brooks Huger Elliott	1876 $125	16	
Sch. of the Worcester Art Museum Worcester, Mass.	H. Stuart Michie Director	1898	7	
Sch. of the Art Soc. of Hartford Hartford, Conn.	Mrs. G. G. Williams President	1877	2	Bd of Mgrs
Yale School of Fine Arts New Haven, Conn	W. Sergeant Kendall Director	1864 $180	24 4	$150,250 Corp. of Yale

MIDDLE STATES AND MARYLAND

The Albany School of Fine Arts Albany, N.Y.	Edith Very, B.S. Director	1910 $150	6	Bd. of Dir
The Art High Sch. of the Ethical Cult. Sch. Central Pk. W., N.Y.	Irene Weir, B.F A Director	1913 $300	12	Bd of Contr
The Art Students' L'gue of N.Y. 215 W. 57th St., N.Y. City	R H. Nisbet President	1875		Bd of Contr.
Chautauqua Summer Sch. of Arts and Crafts Chautauqua, N.Y.	Royal B. Farnum Director	1903	12	
Cooper Union Third Ave. & 8th St., N.Y. City	C R. Richards Director	1859 Free	38 2	Bd. of Trus
Nat. Acad. of Des., Free Schools 109th St., N.Y City	A A. Weinman	1825 Free		
N.Y. Sch. of Ap. Des. for Women 160 Lexington Ave, N Y. City	Frank Tilford President	1892 $75	11	
N.Y. Sch. of Fine and Applied Art 2237 Broadway, N.Y. City	Frank A Parsons President	1909		Bd of Reg'ts
Pratt Institute Ryerson St., Brooklyn, N.Y.	Fred. B. Pratt, M.A Principal	1887		

SCHOOLS

NEW ENGLAND

L of C	Enrollment			Special Features
	Win	Sum.	Eve.	
		200		About 300 colonists come to cottages for study or rest and recreation.
	125			Training-school for Illustrators.
2 yrs.				
	200			Practical side emphasized.
4 yrs	40			Practical side of Art emphasized.
	230			Eminent instructors. 19 Scholarships.
3 yrs	120		75	Special facilities in Design and the Crafts.
	60			Scholarships.
4 yrs.	125			Valuable Art collections.

MIDDLE STATES AND MARYLAND

3 yrs.	75–100			Normal Teachers' Course.
2 yrs	10			For those wishing to specialize in Art.
	1,500			Excellent work turned out. Two Summer Schools maintained.
		280		
4 yrs.	275		1,603	Museum for the Arts of Decoration.
	450			
	600			Practical instruction in Arts and Crafts.
	800			Summer Session at Port Jefferson, L I.
	1,000			Normal Courses in Art emphasized Scholarships.

Name Location	Head (with degrees) Title	Est. Tui	Fac. F. T.	Endow Control
Skidmore School of Arts Saratoga Springs, N Y.	E. V. COLBURN, B S	1910 $80		
Syracuse Univ. Col. of Fine Arts Syracuse, N Y	G. A PARKER, Mus D Dean	1873 $120	9	Trus. of Univ
Penn. Acad. of Fine Arts Broad St., Phila , Pa	JOHN T. LEWIS Director	1805 $80	12	
Phila. Sch. of Design for Women Broad St , Phila , Pa	EMILY SARTAIN Principal	1844		
Sch. of Ind. Art of the Penn. Mus. Broad & Pine Sts., Phila , Pa	LESLIE W MILLER Principal	1876 $80		Bd of Trus
Corcoran School of Art 17th St , Washington, D C.	EDMUND C. MESSER Principal	1875 Free		
Schs. of Art & Design of Md.Inst. Mt. Roval Ave , Baltimore, Md	JOHN M. CARTER President	1848		Bd of Mgrs
SOUTHERN STATES				
H. Sophie Newcomb Mem. Coll. for Women New Orleans, La.	E. WOODWARD Director	1887 $45	8 8	$3,250,000 Bd. of Adm
NORTH CENTRAL STATES				
Art Academy of Cincinnati Cincinnati, Ohio	J. H GEST Director	1869		Bd. of Trus.
Cleveland School of Art Juniper Rd , Cleveland, Ohio	GEORGIA L NORTON Director	1882 $70	20 5	$200,000 Bd. of Trus.
Columbus Art School 492 E. Broad St , Col , Ohio	JULIUS GOLZ, Jr. Director	1879		
Inst. of Applied Arts of the Ohio Mech. Inst. Cincinnati, Ohio	J. L SHEARER, M.A. President	1828 $100		Bd. of Trus
The Art Sch. of the John Herron Art Inst. Indianapolis, Ind	HAROLD H BROWN Director	1902		
Muncie Normal Institute Muncie, Ind.	EVA SINCLAIR Director			
Sch. of Des. of Detroit Museum of Art Detroit, Mich.	GEO T. HAMILTON Director	1911 $60	8 5	Bd. of Trus.
The School of Fine Arts Detroit, Mich.	JOHN P. WICKER Director	1895 $100	3	
The Art Institute of Chicago Lake Front, Chicago, Ill.	THEO. J. KEANE Director	1879		
Chicago Academy of Fine Arts 81 E. Madison St., Chicago, Ill	CARL N. WERNTZ Director	1903		
Chicago Sch. of Ap. and Norm. Art S Mich. Ave , Chicago, Ill	EMMA M CHURCH	1908		
College of Industrial Art Milwaukee, Wis.	M. W. SHACKELFORD Director	1903		

L of C.	Enrollment			Special Features
	Win	Sum.	Eve	
4 yrs.	150			
4 yrs.	195			Extra Course in Normal Arts.
	300			Scholarships Strong faculty.
				Oldest School of Industrial Art in America.
	1,200			Summer and Textile Schools. School of Applied Art.
	150			Individual instruction
	150		900	Work in glass, pottery, leather, wood, etc., emphasized.
				SOUTHERN STATES
4 yrs.	153			Art Department. Pottery and other crafts emphasized.
				NORTH CENTRAL STATES
	400			Summer School. Two-year Course for Teachers.
4 yrs.	275		123	Pictorial Art, Decorative Design, Sculpture, Normal Art, Illustrating, Ceramics, and Cartooning.
	175			
1–6 yrs	235	21	172	Large studio and laboratory facilities.
	125			Summer School.
	175			Art Department.
4 yrs.	99		38	Close affiliation with public schools.
3–5 yrs.	177	37	105	Drawing, Painting, Illustration.
	900	500	1,000	Saturday classes. Splendid equipment.
	750			Success in Vocational Art Training.
	340			Strong faculty.
4 yrs.	50	40		Fine Arts Department.

Name Location	Head (with degrees) Title	Est. Tui.	Fac. F. T	Endow. Control
Minneapolis School of Art 201 E. 24th St, Minn, Minn.	JOSEPH BRECK, A B Director	1886 $68	10	Corporation
The St. Paul Inst. School of Art The Auditorium, St. Paul, Minn.	LEE W. ZEIGLER Director	1895 $50	8	Bd of Trus.
Cummings Art School Des Moines, Ia.	C. A. CUMMINGS Director			
Drake University Des Moines, Ia.	HELEN E. GARDNER			
Washington University St. Louis, Mo.	E. H. WUERPEL Director	1874 $75	11 2	$50,000 Corporation
University of Kansas Lawrence, Kan.	WM A. GRIFFITH	1875 $60	5 3	St Bd of Adm.
The Fine Arts Acad. of Denver E. 18th Ave., Denver, Col.	ABIGAIL HOLMAN Director	1912 $125	5 1	Private
PACIFIC COAST STATES				
California Sch. of Arts and Crafts Alston Way, Berkeley, Cal.	F. H. MEYER, A.B. Director	1907 $96	17	Private
California School of Design California St., San Fran., Cal	PEDRO J. LEMOS Acting Director	1874		
The Carmel Summer Sch. of Art Carmel-by-the-Sea, Cal.	C. P. TOWNSLEY Director	1914		
Los Angeles Sch. of Art and Des. 6th St., Los Angeles, Cal.	L. E. GARDEN-MACLEOD Director	1887		
The Stickney Memorial Sch. of Fine Arts Pasadena, Cal.	C. P. TOWNSLEY Director	1914		

L. of C.	Enrollment			Special Features
	Win	Sum.	Eve	
3 yrs.	97	59	85	New building. Scholarships.
	160			Evening and Saturday Classes
	40			
				School of Drawing and Painting.
4 yrs.	200			School of Fine Arts Department.
4 yrs	93			Summer School. Well-equipped Ceramic Laboratory.
	50		12	

PACIFIC COAST STATES

3 yrs.	295	112	46	Three buildings.
	220			Affil with Univ. of California. Summer Course
		100		William M. Chase, Instructor. Landscape and outdoor portrait painting.
	150			Summer School.
	40			Special class in painting from landscape throughout winter.

KINDERGARTEN

NEW ENGLAND

Name Location	Head (training) Title	Est. Tui	Fac Fac. F. T	Enr.	L. of C. Al.
Kindergarten Normal School 319 Marlboro St, Boston, Mass	HARRIET NIEL Principal	1906	8		2 yrs.
Lesley Normal School 29 Everett St., Cambridge, Mass.	MRS. E. L. WOLFARD Principal	1909 $100	14 10–12	75	2 yrs.
Perry Kindergarten Norm. Sch. 18 Huntington Ave., Boston, Mass	MRS. A M PERRY Principal	1898 $100	6 1	48	2 yrs. 200
Miss Wheelock's Kind. Tr. Sch. 110 Riverway, Boston, Mass.	LUCY WHEELOCK Principal	1890 $100	13		2 yrs
Conn. Froebel Norm. Kind. Pri. Tr. Sch. Bridgeport, Conn.	MARY C. MILLS Principal	1899			
Fannie A. Smith Froebel Kind. Tr. Sch. Bridgeport, Conn.	FANNIE A. SMITH Principal	1885 $100	7		2 yrs 200

MIDDLE STATES AND MARYLAND

The Ethical Culture School Central Park West, N Y. City	C. J. TRACY, E.C S.	1878 $115	12 1	75	2 yrs. 500
The Froebel League 112 E 71st St., N.Y. City	MRS M. B. B. LANGZETTEL Director	1909 $100	16 6	40	2 yrs. 27
The New York Kindergarten As. 524 W. 42d St, N.Y. City	LAURA FISHER Director	1914			2 yrs
Pratt Institute Sch. of Kind. Tr. Ryerson St, Brooklyn, N.Y.	ALICE E. FITTS Director	1892 $78	15 6	78	
Teachers College Columbia Univ, N.Y. City	PATTY S. HILL	1887		70	350
Amer. Montessori Tr. Sch. for Teachers Philadelphia, Pa	MRS. J S. ANDERSON Director				
Miss Hart's Tr. Sch. for Kind. 3600 Walnut St., Philadelphia, Pa	CAROLINE M. C. HART				
The Kindergarten Inn 315 N. 35th St., Philadelphia, Pa.	EMILY D. WRIGHT Trainer	$100			
The Columbia Kind. Tr. Sch. 2108 Conn Ave., Wash., D.C.	SARA K. LIPPINCOTT Director	1897		20	2 yrs.
Affordby Normal School 1110 N. Charles St., Balt., Md	ELISABETH SILKMAN Principal	1896			2 yrs.

SOUTHERN STATES

Richmond Tr. Sch. for Kind. Richmond, Va.	LUCY S. COLEMAN Director			20	2 yrs.

TRAINING SCHOOLS

NEW ENGLAND

Section of Patr. / Control	Entr. Requirements: Probation	Entr. Requirements: Age limits	Special Features
Massachusetts	H. Sch Educ.	18 yrs	Lectures on Child Study, Education of Women, Playgrounds, etc.
New England / Private	H Sch Educ	18 yrs	Special Courses by University Teachers.
New England / Private	H Sch Educ.	18–35 yrs	Limited to 48 students Prep for Kind., Prim., and Playg'd Positions
	H Sch Educ.	19 yrs.	Froebel System followed. Child Welfare Course (1 yr.).
			Boarding and Day School. Academic Courses.
	H. Sch Educ	18 yrs	Kindergarten and Private School connected.

MIDDLE STATES AND MARYLAND

N Y , N J., Wash., Ga , etc / Corporation	H. Sch Educ	18 yrs	Kind. Primary Norm. Train. Dept. Fine opports. for practice teaching.
Eastern U.S. / Corporation	H. Sch. Educ.	18 yrs	Strong faculty. Practice teaching.
			Observation and practice teaching.
N.Y., N.J., Conn.	H. Sch Educ.	18 yrs.	Connection with Pratt Institute Practice in city kindergartens (1 yr.).
			Kindergarten Department.
			In a specially adapted building.
			Five Practice Kindergartens.
	H Sch Educ.	17 yrs.	On plan of Pestalozzi-Froebel Haus in Berlin.
			Model and Practice Schools.

SOUTHERN STATES

			Theory and Practice of Froebellian Ideals.

Name Location	Head (training) Title	Est Tun	Fac. Fac F	 T	Enr.	L. of C. Al.
Atlanta Kind. Norm. & Elem. Sch. Peachtree St., Atlanta, Ga	WILLETTE A. ALLEN Principal	1897	6		20	2 yrs. 98
Columbus Free Kind. As. Tr. Sch Fourth Ave , Columbus, Ga	EDWINA WOOD	1896				2 yrs
Kate Baldwin Free Kind. As. Savannah, Ga	HORTENSE M. ORCUTT Principal				11	
Mobile Kindergarten Tr. Sch. Government St , Mobile, Ala	ANNE E JOHNSTON	1912				
Dallas Free Kind. Tr. Sch. & Ind. As. Dallas, Tex	KATHERINE MONTGOMERY Principal	1906	5		12	2 yrs
San Antonio Kmd. Tr. Sch. N. Pecos St , San Antonio, Tex	RACHEL PLUMMER Principal	1907 $65	2	2	12	2 yrs 25
NORTH CENTRAL STATES						
Cincinnati Kind. As. Tr. Sch. 6 Linton Rd., Cincinnati, Ohio	LILLIAN H. STONE Principal				50	
Cleveland Kindergarten Tr. Sch. E 96th St., Cleveland, Ohio	NETTA FARIS Principal	1894 $125	14		90	3 yrs.
Columbus Kind. Norm Tr. Sch. Madison Ave , Columbus, Ohio	ELIZABETH N. SAMUEL Principal	1889 $75	6	2	30	2 yrs 191
The Law Froebel Kind. Tr. Sch. Ashland Ave., Toledo, Ohio	Dr. M. E LAW, M D Principal	1883 $110	6		40	4 yrs.
Oberlin Kindergarten Tr. Sch. Elm St., Oberlin, Ohio	B. E. MONTGOMERY	1894			75	2 yrs
Teachers Col. of Indianapolis Alabama & 23d Sts., Ind., Ind.	MRS. E. A. BLAKER President	1882			135	
Valparaiso University Valparaiso, Ind.	MRS. M. A. HEMSTOCK Principal	1890			125	2 yrs.
Alma College Alma, Mich.	CAROLEEN ROBINSON Director	1888 $50	25	2	45	2-4 yrs.
The Grand Rapids Kind. Tr. Sch. Fountain St., Gr Rapids, Mich.	CLARA WHEELER Principal	1891 $100			60	2 yrs.
Chicago Kindergarten Institute 54 Scott St., Chicago, Ill.	MRS. M. B PAGE, MRS. J. LINDGREN, Miss C CRONISE	1894 $120	15	5	150	2 yrs 600
Kind. Collegiate Inst. of Chicago S. Mich. Ave., Chicago, Ill.	EVA B. WHITMORE Superintendent	1881			60	2 yrs.
National Kindergarten College Mich. Blvd., Chicago, Ill.	ELIZABETH HARRISON President	1886	14		175	2 yrs.
The Pestalozzi-Froebel Kind. Tr. Sch. S. Mich. Blvd., Chicago, Ill.	MRS. BERTHA H. HEGNER Superintendent	1896 $100	16	5	109	2 yrs 230
The Froebel Kind. Tr. School McGee St., Kansas City, Mo.	ELIZABETH MOSS Director	1898				

Section of Patr. Control	Entr. Requirements Probation	Age limits	Special Features
	H Sch Educ.	18 yrs.	Children's Class.
			Training School.
			Much practice teaching.
	H. Sch. Educ.	18 yrs	Co-operating closely with social work in Dallas.
S W. Texas Private	H. Sch. Educ.	18 yrs.	On State Accredited List of Kindergarten Training Schools.

NORTH CENTRAL STATES

Bd. of Trustees			Affil. with Univ. of Cincinnati.
	H. Sch. Educ.	18 yrs.	Affil. with National Kindergarten College.
Columbus & Vicinity Private	H. Sch. Educ.	18 yrs.	Practice teaching in public school and settlement kindergartens.
	H Sch Educ.		Forty Practice Schools. Froebel and Montessori principles.
			Teachers largely from Oberlin College.
			Kindergarten and Graded School Teaching Courses
			Kindergarten Department. Tuition free.
Mich. & Nearby States Bd. of Trustees	H. Sch Educ.		Kindergarten Department. Strong faculty.
	H. Sch. Educ.		Summer term.
Widespread Bd. of Directors	H. Sch. Educ.	18 yrs.	Life in Gertrude House. Strong faculty.
			University instructors.
Widespread Bd. of Directors	H. Sch. Educ.	18 yrs.	Strong faculty. Broad training.
Widespread Private	H. Sch. Educ.	18 yrs.	Pestalozzi-Froebel Haus features. Forty Centers for Practice Teaching.
			Observation and teaching in city kindergartens.

PHYSICAL

NEW ENGLAND

Name Location	Class.	Head (with degrees) Title	Est Tui.	L of C. Control
American School for Ph. Ed. 44 St. Botolph St., Boston, Mass	Girls	MARY R. MULLINER, M D. Director	1814 $150	2 yrs. Private
Posse Normal School of Gym. 779 Beacon St , Boston, Mass	Co-ed	Baroness POSSE, A.B. President	1890 $175	3 yrs. Incorp.
The Sargent School for Ph. Ed. Cambridge, Mass.	Bdg Day	D. A. SARGENT, A M., M D., S D. President	1881 $150	3 yrs Private
New Haven Normal Sch. of Gym. New Haven, Conn	Bdg Day	E. H ARNOLD, M D. Director	1886 $460	2 yrs Private

MIDDLE STATES

The Chalif Nor. Sch. of Dancmg 7 W. 42d St., N Y. City	Bdg Day	LOUIS H. CHALIF Principal	1906 $400	2 yrs Private
The Savage School for Ph Ed. 308 W. 59th St , N.Y. City		W. L. SAVAGE, A.B , M.D. Director	1895	
Temple Univ. Norm. Sch. of Ph. Ed Broad & Berks, Phila., Pa.	Day	WM. NICHOLAI, G G. Director	1896 $100	2 yrs. Bd of Trus.

NORTH CENTRAL STATES

Norm. Col. of the N. Amer. Gym. Union E. Mich. St., Ind , Ind.	Co-ed	EMIL RATH, G G. President	1861 $150	2–4 yrs Bd of Trus
Normal School of Physical Ed. Battle Creek, Mich.	Co-ed	F. J. BORN, A.B., M.D. Dean	1909	2 yrs. Private
Chicago Normal Sch. of Ph. Ed. 430 S. Wabash Ave., Chic., Ill.		LAURA O. PARSONS President	1903	2 yrs. Bd of Dir.
Dept. of Ph. Ed. of the Univ. of Wisconsin Madison, Wis.		G. W. EHLER, C E. Director	1911 $100	4–5 yrs. Bd. Regents

EDUCATION

NEW ENGLAND

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
2	6		10	Athletics at camp. Numbers limited.
7	18	14	70	Special attention to medical and corrective work. 20-acre athletic field
15	17		450	Strong faculty. Summer camp at Peterboro, N H.
12	12	6	105	2 new gymnasia. New athletic field.

MIDDLE STATES

1	3	50	550	Summer school. Registration by week or month.
				Strong faculty.
17	16	23	58	Complete Course in Training Teachers.

NORTH CENTRAL STATES

29	4	27	45	Oldest institution of its kind.
24	13	85	40	Prep. Dept and Summer School.
5	7		331	New building and equipment.
9	6	16	50	Has jurisdiction over athletic activities of the college.

SCHOOLS OF EXPRESSION

NEW ENGLAND

Name / Location	Class	Head (with degrees) / Title	Est. / Tui	Fac. / L of C.
Emerson College of Oratory Huntington Ave., Boston, Mass.	Bdg Day	Henry L. Southwick President	1880 $150	20 3 yrs
Leland Powers Sch. of the Spoken Word Fenway, Boston, Mass.	Day	Leland Powers Principal	1904 $200	8 2 yrs
School of Expression Pierce Bldg, Boston, Mass		S. S. Curry, Ph D, Litt D President	1884	3 yrs.

MIDDLE STATES AND MARYLAND

The Alberti School of Expression Carnegie Hall, N.Y City		Mme. W. M. Alberti, A.M. Principal	1897 $250	12 2 yrs
The Alviene Schools 225 W. 57th St., N.Y. City		Claude M. Alviene		6 mos
American Acad. of Dramatic Arts Carnegie Hall, N.Y. City		F. H Sargent, A B. President	1884 $400	14 2 yrs
The Hawn Sch. of the Speech Arts Carnegie Hall, N Y. City		Henry G. Hawn		2 yrs.
The Lawrence School of Oratory 149 W. 35th St, N.Y. City		E. G. Lawrence Director	1869	
The Williams Sch. of Expr. and Dramatic Art Ithaca, N.Y.		G C Williams, O B.	1897	5 2 yrs.
The Nat. Sch. of Elo. and Oratory Broad & Cherry Sts., Phila., Pa	Bdg	D. A. Shoemaker Principal	1874 $175	12 2 yrs.
King's School of Oratory Mt. Oliver, Pittsburgh, Pa	Bdg.	Byron W. King President	1884	
The Lucia Gale-Barber School Columbia Rd., Wash., D.C.	Bdg. Day	Mrs M. R. G Davis, Pd M Principal		

NORTH CENTRAL STATES

Cincinnati School of Expression 6th & Vine Sts, Cinn., Ohio		Jennie Mannheimer Director	1894 $260	14 2 yrs
Harroff School of Expression 619 The Arcade, Cleve., Ohio		Mrs. F. Harroff-Andrews Principal	1892	5 yrs
The Anna Morgan Studios Fine Arts Bldg., Chicago, Ill		Anna Morgan Director	1895	
Northwestern Univ., Sch. of O'ry Evanston, Ill	Bdg	R. L. Cumnock, L.H D. Director	1878 $180	11 2 yrs.
Sch. of Act'g of Bush Temple Cons. N. Clark St., Chicago, Ill.		Edward Dvorak Dramatic Director		2 yrs.

AND DRAMATIC ART

NEW ENGLAND

Enr '14 % ret.	Al. Al As	Departments and Special Features
335	3,000 1	Largely women Summer Sessions Special Lectures. Access to private exhibitions, recitals, etc. Plays and Pantomimes.
106 50%	350 2	Individual attention. Limited enrollment.
92		Summer Courses at Boston, Chicago, Asheville, N C , and Burlington, Vt.

MIDDLE STATES AND MARYLAND

58 31%	1	Pantomime, Elocution, Literature, Dancing, etc Personal Culture.
		Professional training for the Stage.
125	1	Complete instruction in Dramatic Arts. Senior Classes organized as Stock Company.
60		Dramatic Arts, Literature, Oratory.
		Elocution, Oratory, Dramatic Art.
100	75	Special work for those of defective speech. Scholarship Endowment.
93	1,300	English, Literature, Elocution, Dramatic Art Physical Culture.
250		Special Work and Coaching.
		For girls of all ages, boys under ten. Rhythm and Correlated Arts.

NORTH CENTRAL STATES

150	2,000	Elocution, Dramatic Arts, Music, etc. Complete Professional Course.
100		Elocution, Literature, Physical Training.
100		Dramatic Art in all branches.
160	1,200	Students live in University dormitories.
		Practice in Stock Company.

SCHOOLS OF THE

NEW ENGLAND

Name Location	Head (with degrees) Title	Est. Tui	Fac. L. of C.
Boston Y.W.C.A. School of Do. Sc. 40 Berkeley St , Boston, Mass	A. J FOREHAND, S T B. Principal	1888 $350	11 2 yrs
The Garland School of Homemaking 19 Chestnut St., Boston, Mass	MRS. M J STANNARD Director	1902 $300	
Worcester Domestic Science School Worcester, Mass.	MRS F. A. WETHERED Principal	 $700	10 2 yrs.

MIDDLE STATES AND MARYLAND

The Barnard School of Household Arts 226 W. 79th St., N.Y. City	W. L. HAZEN Director	1908 $100	6 2 yrs.
Ethical Culture School Central Park West, N.Y. City	FRANKLIN C. LEWIS Superintendent		 2 yrs.
Mrs. Gesine Lemcke's Greater N.Y. Ck. Sch. 26 W. 94th St , N.Y. City	MRS. G LEMCKE	1900	
Mechanics Institute Plymouth Ave., Rochester, N.Y.	MAY D. BENEDICT Director	1886	
New York Cooking School 4th Ave & 22d St , N Y City	JENNIE UNDERWOOD Superintendent	1876	5
Pratt Institute, Sch. of Ho. Sc. and Arts Ryerson St , Brooklyn, N Y.	ISABEL ELY LORD Director	1887 $93	45 2 yrs.
Drexel Inst., Sch. of Do. Sc. and Arts 32d St., Philadelphia, Pa	J. MCALLISTER President		 3 yrs.
National School of Do. Arts and Sc. Connecticut Ave., Washington, D.C	MARY A. ZURHORST, M.A.C. Principal	1903	16 2 yrs.
Hood College, School of Home Ec. Frederick, Md	EDITH M. THOMAS Director	1907	 4 yrs.

NORTH CENTRAL STATES

The School of Domestic Arts and Sc. 177 N. State St., Chicago, Ill.	MRS. LYNDON EVANS Director	1901	
Technical Normal School of Chicago Michigan Blvd , Chicago, Ill	ANNIE THOMPSON	1910	 2 yrs

HOUSEHOLD ARTS

Enr '14 % ret.	Al Al. As	Departments and Special Features
		NEW ENGLAND
270		Thorough instruction Success of graduates.
		Practice opportunity in small resident groups.
		Dormitories.
		MIDDLE STATES AND MARYLAND
		Cooking, Sewing, Dressmaking, etc.
		Normal Course in Domestic Arts.
		Classes and private lessons.
100		Domestic Arts and Sciences. Special work for Dietitians.
		Classes for society women and girls. Free evening classes.
1550	1,478	Especially strong practice teaching in settlements and model flats.
200		Enrollment limited. Dormitories.
54		
		NORTH CENTRAL STATES
		Courses for Homemakers and Nurses.
50		Prepares for teaching Domestic Science, etc.

TORONTO

Name Location	Class.	Head (with degrees) Title	Est Tu	L of C Control
The Bishop Strachan School College St	Bdg Day	Miss Walsh, B.A. Principal	1867	
Branksome Hall Rosedale	Bdg Day	Edith M. Read, A B ,M A Principal	1903	5 yrs. Private
The Canadian Academy of Music 12 Spadina Rd		Peter C. Kennedy Director		
College and Acad. of St. Joseph St Albans St	Bdg. Day	Sister Directress, B A.	1854 $350	14 yrs Private
Glen Mawr 651 Spadina Ave	Bdg Day	J. J Stuart Principal	1912	
Hambourg Conservatory of Music Sherbourne & Wellesley Sts		Prof Michael Hambourg Director	1911	
Havergal College 350 Jarvis St.	Bdg Day	E M Knox Principal	1894	11 yrs Bd. of Direc
Loretta Abbey	Bdg.			
The Margaret Eaton Sch. of Lit. and Expression North St.		Mrs. Scott Raff Principal	1907	
Moulton College for Girls 34 Bloor St., East	Bdg. Day	Harriett S. Ellis, B A Principal	1888	
St. Andrew's College	Bdg Day	Rev D. B McDonald, M.A. Head Master	1899 $450	7 yrs. Bd of Govs
St. Clement's College for Boys Eglinton	Bdg. Day	Rev. A K Griffin Principal	1902	6 yrs.
St. Clement's School for Girls and Younger Boys Eglinton			1909	
St. Margaret's College 144 Bloor St., East	Bdg. Day	J. E. McDonald, B A. Principal		
St. Michael's College		Rev. R. McBrady President		
Toronto College of Music 12 Pembroke St.		F. H Torrington, Mus D Director	1888	
Toronto Conservatory of Music College St.		A. S. Vogt, Mus.D. Director	1887	
Upper Canada College	Bdg Day	J L. Somerville, B.A. Head Master	1829	 Bd. of Govs.
Westbourne School for Girls 278 Bloor St., West	Bdg Day	Margery Curlette Principal	1901	4 yrs. Incorp.

SCHOOLS

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
		0		A Church School. Junior Dept.
3	25		200	Strong faculty. Large grounds.
	30		555	Large Convent School. Affil. with Univ. of Toronto.
		0		Prep for Matriculation Exams. Individual attention.
				Strong in instrumental work.
	35		400	Separate Junior School. Large grounds.
				R C. Convent School.
				Training for Defectives and for those who stammer.
			125	Academic Department of McMaster Univ
14		200		Military Drill. College-trained faculty.
			0	Church of England School. Cadet Corps.
				Church of England School.
		0		Lower, Middle, and Upper School.
			0	R. C Federated College of Univ. of Toronto.
				Strong faculty.
				Strong faculty. Well equipped.
		300		Separate Prep. School. Cadet Rifle Corps.
	13		87	Affil. with Toronto Cons. of Music.

Name Location	Class	Head (with degrees) Title	Est Tui	L. of C. Control
Westminster College Bloor St , West	Bdg Day	Mrs A R. Gregory Principal		
ONTARIO				
Alma College St Thomas	Bdg. Day	Robert I Warner Principal	1881	Methodist
Appleby School Oakville	Bdg	J. S H. Guest, M A Head Master	1911 $600	Bd. of Trus.
Ashbury College Ottawa	Bdg	Rev. G. P. Wollcombe Head Master	1891	Incorp.
Berlin Conservatory of Music Berlin		Geo. H Ziegler Director	1913	
Bishop Bethune College Oshawa		Sisters of St John the Divine	1889	Incorp
The Canadian Cons. of Music Bay & Slater Sts , Ottawa		H Puddicombe Director	1902	
The Hamilton Cons. of Music Hamilton		Bruce A. Carey Director	1897	Private
Highfield School Hamilton	Bdg. Day	J. H Collison Head Master	1901	
Hill Croft School Bobcaygeon	Bdg. Day	W. T. Vomber Head Master		
L'Academie de Brisay 414 Bank St., Ottawa	Day	C. T. de Brisay		
Lakefield Preparatory School Lakefield	Bdg	A. W Mackenzie, M A. Head Master	1879	4 yrs
Lake Lodge School Grimsby		W. J Drope, M.A. Principal	1896	
London Conservatory of Music London		F L Willgoose, B M Principal	1891	Incorp.
Ontario Ladies' College Whitby	Bdg	Rev. J. J. Hare, M A.,Ph.D.	1874 $500	4–6 yrs. Incorp
Ottawa Ladies' College Ottawa	Bdg. Day	Rev. J. W. Milne, D.D. President	1870	4 yrs. Presbyterian
Ottawa University Ottawa		Rev A B Roy President		
Pickering College New Market	Bdg Day	Wm. P. Firth Principal	1842	6 yrs
Ridley College St. Catherine's	Bdg. Day	Rev. J. O. Miller Principal	1889	Incorp.
St. Agnes' School Elmpool, Belleville	Bdg. Day	F. E. Carroll Principal	1903	6 yrs
St. Alban's Brockville	Bdg.	A. G. M. Mainwaring Head Master	1900	

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
			90	
				ONTARIO
				Affil. with Univ. of Toronto. Junior Dept. for girls over 10.
5		59		Small classes. Thorough training in Swedish Drill.
				Upper and Lower School. Cadet Corps.
				Vocal Kindergarten for Children.
			60	Church School for little girls.
10	26			"Art Culture Club" Movement. Affil. with Univ. of Toronto.
		100		Prep. for Royal Military College a specialty.
				For young boys.
				A School of Languages.
		40		For young boys. Cadet Corps.
				College Prep. for young boys.
7	15	125	375	Orchestra. Scholarships.
6	15		175	Fine gymnasium. Normal Course in Physical Training.
1	12		196	New building Physical Culture emphasized
				R. C. Institution.
				Maintained by Society of Friends. Art, Music, and Commercial Subjects.
			0	Compulsory Military Drill. Church School
		0		Church School.
			0	For boys 8–15 yrs Special attention to Prep for Royal Military Colleges

Name / Location	Class	Head (with degrees) / Title	Est. / Tui	L. of C. / Control
St. Jerome's College, Berlin	Bdg.	Rev A L. Zinger, President	1864 $190	7 yrs. Bd. of Dir.
St. Mary's Academy, Windsor	Bdg.			
Trinity College School, Port Hope	Bdg.	Rev. F. G Orchard, M.A. Head Master	1865 $450	Bd. of Govs
Woodstock College, Woodstock	Bdg.	A. T. MacNeil, Principal	1857	4 yrs
PROVINCE OF QUEBEC				
Bishop's College School, Lennoxville	Bdg	J. T. Williams, B.A. Head Master	1842 $450	8 yrs Episcopal
Convent of Sacred Heart, Sault-au-Recollet	Bdg		1855	
Miss Edgar's School, Gey St., Montreal	Day	Miss Edgar		
High School of Quebec, Quebec	Day	F. T. Handsombody, Principal	1842	Incorp.
Lower Canada College, Montreal	Bdg Day	C S. Fosberry, M.A. Principal		
Loyola College, Montreal	Bdg. Day	Rev T. J. MacMahon, Rector	1899	4 yrs.
Mt. St. Louis Institute, Montreal	Bdg. Day	Brother Joseph, Director	1888 $220	6 yrs. Incorp
St. Helen's School for Girls, Dunham	Bdg. Day	W. M. Wade, M A. Principal	1875	
Stanstead Wesleyan College, Stanstead	Bdg. Day	G. J. Trueman, M A. Principal	1872 $300	7 yrs. Bd. of Trus.
Trafalgar Institute, 83 Simpson St., Montreal	Bdg. Day	Charlotte G. Hardy		
Ursuline Convent of Quebec, Quebec	Bdg. Day		1639	6 yrs.
Villa Maria Convent, Montreal	Bdg.	Sisters of Notre Dame		
NEW BRUNSWICK				
Mt. Allison Acad. and Com'l Coll., Sackville	Bdg. Day	J. M Palmer, M.A. Principal	1843 $198	3 yrs Bd. of Regts
Mt. Allison Ladies' College, Sackville	Bdg.	Rev. G. M. Campbell, Principal	1854	Bd. of Regts.
Rothesay Collegiate School, Rothesay	Bdg.	Rev. W. R. Hibbard, Head Master	1877	5 yrs.
The Rothesay School for Girls, Rothesay	Bdg.	Susan B. Ganong, A.B. Principal	1892 $400	8 yrs Private

Faculty		Enrollment		Special Features
Men	Women	Boys	Girls	
18		160		New building. Spec advantages in study of languages.
		0		Prep. and Collegiate Departments.
		90		Episcopal School. Cadet Corps
		140		Academic Dept. of McMaster University.
				PROVINCE OF QUEBEC
11		80		On lines of great English public schools. Historic Cadet Corps.
			100	
		0		A small school for girls.
		90		Classical and Scientific Prep., and Commercial Course.
		240		Prep, Junior, and Senior Depts. Cadet Corps.
		250		Conducted by Jesuit Fathers.
50		600		A large R. C School. Splendid site. Cadet Corps.
			40	A Church School.
7	13	180	140	200 acres. Streams and forest for scouting, etc.
		0		Collegiate Course and Prep. Dept. Affil. with McGill Univ.
			600	Twelve buildings. Domestic Economy and Calisthenics Features.
		0		R. C. School. French emphasized.
				NEW BRUNSWICK
6	2	125	54	Girls attending Com'l Coll board at Mt. Allison Ladies' College. Methodist.
			400	Conservatory of Music and Art School. Methodist.
		70		For boys from 10 years up.
	7		40	Prep. and Collegiate Courses. Strong faculty.

Name Location	Class	Head (with degrees) Title	Est Tui	L. of C. Control
NOVA SCOTIA				
Acadia Collegiate and Business Academy Wolfville	Bdg. Day	Rev W L. Archibald Principal	1829 $210	3 yrs Bd of Govs.
Acadia Ladies' Seminary Wolfville	Bdg	Rev H T DeWolfe Principal	1879 $275	Bd of Govs
Church School for Girls Windsor	Bdg Day	Gena Smith Principal	1891	5 yrs
Halifax Ladies' College Halifax	Bdg Day	Rev Rob't Laing, M A Principal	1887	
King's College School Windsor	Bdg	Rev W W Judd, B A Principal	1788	Bd of Govs
Mount St Vincent Academy Halifax		Sisters of Charity		
WESTERN CANADA				
Alberta College North Edmonton, Alberta	Bdg Day	Rev F S McCall, B A Principal	1903	Methodist
Brandon College Brandon, Man	Bdg Day	E. A. Miller Principal	1899	
The Collegiate School Victoria, B C	Bdg Day	A D. Muskett Principal	1884 $100	Private
Columbian College New Westminster, B C.	Bdg. Day	Rev. A. M Sanford Principal	1890	
Moose Jaw College Moose Jaw, Sask	Bdg	Rev. A A. Graham, B A Principal	1913 $340	Bd of Govs
Mt Royal College Calgary, Alberta		Rev. G W. Kerby, B A Principal	1911 $350	4 yrs Bd of Govs
Regina College Regina, Sask	Bdg Day	Rev R Milliken Principal	1911	Bd of Govs.
St. Alban's College Prince Albert, Sask	Bdg Day	Janet Virtue Principal		
St Boniface College St. Boniface, Man	Bdg Day	Rev. E Lecompte President	1818	
St George's School Victoria, B C	Bdg Day			
St. John's College Winnipeg, Man.		Rev C. Murray		
St Margaret's School Victoria, B C	Bdg Day		1909	
The University School Victoria, B C	Bdg Day	J C Barnacle Head Master	1908	Incorp.
Wesley College Winnipeg, Man		Rev A Stewart Acting Principal	1877	

BOYS'

MAINE

Name Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Ses.
Androscoggin Lake Androscoggin	EDWARD M HEALY Pratt Institute	1906	Jun. 30 Sep. 2	$200
Bai Yuka Weld	JOHN G. CAMPBELL St. James School			$175
Belgrade Oakland	F. H. SCHRENK, B.S., A.M.	1911	Jul. 1 Sep 1	$175 $100
Bonhag Winthrop	GEO. V. BONHAG Olympic Athlete	1914		$200
Boothbay Bath	A. R. WEBSTER, A.B.	1913	Jul. 1 Aug 26	$150 $80
Cobbossee Monmouth	HARRY R. MOONEY	1904	Jun 15 Sep. 15	$225
Durrell *Friendship*	CHARLES A. JENNEY	1896	Jun. 26 Aug. 28	$8 per wk.
Evergreen St. Albans	BENJ. D. WEEKS	1914	Jul. 1 Sep. 1	$100
Five Islands Rand Cove	F. H. DODGE, A.B.	1907	Jun. 26 Sep. 4	$150
Idlewild Harrison	JOHN M. DICK	1908	Jun. 26 Sep. 1	$175
Kahkou Allagash Lake	SUMNER R. HOOPER, A.B.	1894	Jun. 14 Sep. 11	$225
Katahdin North Bridgton	CLIFTON W. LOVELAND, State Ornithologist, R.I.	1900	Jun. 26 Aug. 21	$150 $85
Kennebec North Belgrade	CHARLES E. FOX LOUIS M. FLEISHER	1906		
Kineo Harrison	IRVING G. MCCOLL, B.L.	1902	Jul. 1 Sep. 1	$200 $125
Kineo, Jr. Wilton	IRVING G. MCCOLL, B.L.	1913		
Kingswood Bridgton	RALPH I. UNDERHILL, A B.	1909	Jun 30 Sep. 1	$175
Kohut Oxford	GEO. A. KOHUT, Ph.D.	1907	Jul. 1 Sep. 3	$225
Lanier Eliot	MR and MRS. SIDNEY LANIER		Jun. 30 Aug. 31	$200
Long Lake Lodge North Bridgton	EDWIN V. SPOONER, B S. Phillips Exeter	1904	Jul. 7 Sep. 4	$300

CAMPS

Enr. Age L.	Instr. Coun.	Special Features
40 8–17	10	Some Jewish boys. Piano lessons. Manual training. Tennis.
15		Fishing. Tramping. Water Sports.
30 9–16	9	Wireless. Canoe trip to Moosehead. Hiking trip to Mt. Washington.
16	5	Usual sports.
35 8–17	8	Island in tide-water river. Wireless. Glee Club. Dramatics. War canoe.
65 9–20		Farming. Manual training. Usual sports.
12–17		Y.M C.A. Same control as Camp Becket. Sailing and all camp sports.
		Small home camp for younger boys.
30		Camp sports and athletics. Boys taught to DO things.
		Maine branch of Idlewild in N.H. Formerly Camp Wildmere.
15 16–25	3	Real camp life, exploring, canoe trips. Guides. All supplies provided.
11–20		Usual sports. Isolated lake.
		Jewish. School work 2 hrs. a day. Campcraft, woodcraft, manual tr.
60 8–16	21	Horsemanship under West Point officers.
		For younger boys. Near Kineowatha girls' and Blue Mt. family Camps.
32 8–15	4	Home atmosphere. Crafts. Canoe trips. Hikes. Study hours. All sports.
100 10–18	16	Exceptional equipment.
23 8–13	8	Nature work. Dramatics. Development of individual expression.
35 15–21	17	Combines high-grade tutoring with camp life.

Name / Location	Director (with degrees) / Position	Est.	Opens / Closes	Fee / ½ Sea.
Maranacook Readfield	W. H. MORGAN	1908		
Medomak Washington	FRANK E. POLAND Prin. Daniels Sch., Malden	1904		
Megunticook Camden	WALTER S COWING Friends School			
Merryweather North Belgrade	HENRY RICHARDS, A B	1900		
Minne-wawa Gray	GUY W. CHIPMAN, A.M		Jun 29 Aug 27	$150 $75
Moosehead Denmark	H. V BULLINGER, A B.			
Mowana Readfield	MARK H. L. SPIERS, B S.	1912	Jul 1 Sep. 1	$150
Navajo Northport	ORRIN J. DICKEY			
Norway Pines Sebasco	W. A KEYES, Ph D. Member C. D. A. of A	1898	Jun. 30 Sep 1	$150 $80
O-at-ka Sebago Lake	CYRIL B HARRIS, A.B.	1915		
Oko Kan St Froid Lake	ALFRED N. JOERG			$250
Overlook Raymond	GEO. WILSON Overlook-Selleck School	1904		
Oxford Oxford	A F. CALDWELL, A.B.,A.M.	1901		
Penobscot Eagle Island	S. B. KNOWLTON, A.B. Haverford School	1909	Jul. 1 Aug 31	$150 $17 wk.
Pine Island Belgrade	EUGENE L SWAN, M D.	1902		
Quan-ta-ba-cook Belfast	H. M. BERGAMINI, Litt B.	1914	Jul. 1 Aug 30	$200
Rangeley Lakes	FRANK D. LANE			
Sebago Sebago	ERNEST H. WITHAM			
Sylvamawassee Eastbrook	J. E. DE MEYER Supt. of Schools, Abington	1908		
Watauqua East Boothbay	K P. KEMPTON, A M.			
Wawenock Raymond Cape	W. C. KENDALL, A.M., M.D	1909	Jul. 1 Sep 1	$150 $85
White Mountain South Casco	G. L. MEYLAN, B S., A.M., M.D. Pres. C. D. A. of A	1907		

Enr. Age L.	Instr. Coun.	Special Features
30	8	
70		Athletics. Nature study. Shopwork. Photography. Camp paper.
38	2 8	Select private camp.
24 9–18	4	A private family camp for boys Many optional side trips.
		Tutoring camp for older boys. Formerly Mr. Rigg's camp.
32 8–16	8	Physical development. Campcraft. Canoe trips.
		Salt water. Tutoring if desired.
30 10–16	2 4	Cruising. Camping. Rowing crew. Manual training. Target practice.
7–14		
50 8–18	14	Specialists in baseball, swimming, athletics.
20 10–17	7	Systematic life. Scoutcraft. Boat-building. Navigation. Salt-water camp with inland annex
40 10–16	12	Schooner yacht. Salt-water cruises. Camping and canoe trips.
15 8–16	6	Salt-water cruising. Life-saving corps. First aid. Usual sports.
		A traveling camp through Rangeley Lakes and White Mts.
23	5 3	
34 8–18		Woodcraft. Nature. Forestry. Fishing.
	6	Boxing. Wrestling Shooting. Shopwork. Music.

Name Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea.
Wigwam South Waterford	A. Mandelstam, B.A., A.M.	1910	Jun. 27 Sep. 1	$200
Wildwood Kineo	Sumner R. Hooper, A.B.	1906	Jun. 28 Sep. 2	$225
Winnecook Unity	Herbert L. Rand			
Winona Denmark	C. E Cobb	1900	Jun 30 Aug. 28	$150 $80
Worrambus Harrison	B. H Duffhues Dickinson H S., Jersey City	1914		
Wyonee Harrison	F. H. Wilson, M.D.	1909	Jul 1 Sep. 2	$150 $80
Yukon Winthrop	Frank D. Smith	1914		
NEW HAMPSHIRE				
Algonquin Holderness	Edwin DeMeritte DeMeritte School	1886		
Chocorua Tamworth	S. G Davidson Davidson School	1902		
Contoocook	J. M. Vorhees Pratt Institute			
Fessenden Lake Ossipee	Walter L Nourse, A.B.	1913		
Hill Wolfeboro	E. C. Durfee, A.B.	1909	Jul. 7 Sep. 11	$175 $23 wk.
Idlewild Lakeport	John M. Dick, B.D.	1892	Jun. 15 Sep. 15	$175
Knofiar Washington	Dennison K Bullens Penn. State College			
Mishe-Mokwa West Alton	L. Theodore Wallis Browne and Nichols School			
Marienfeld Chesham	S. B. Southworth, A.B. Boston Latin School	1896	Jul. 2 Aug. 31	$165
Moosilauke Wentworth	V. Prettyman, A.B., A.M., Ph.D.	1904	Jun. 24 Aug. 26	$200
Mowglis East Hebron	Mrs. Elizabeth F. Holt	1903		
Namaschaug Spofford	VeryRev.J J.Griffin,Ph.D. J. T. B. Fisher, A.B.		Jun. 17 Sep. 20	$15 wk
Opechee Sunapee	J. G. Mitchell, Jr., A.M.	1910	Jun. 25 Sep. 3	
Passaconaway Lake Winnepesaukee	W. E. Richmond A. W. Dickinson			

Enr. Age L.	Instr. Coun.	Special Features
52 9–18	10 10	Jewish. New site and equipment. Dramatics. Woodcraft. Hygiene.
60 8–16	17 17	Wireless. Ornithology. Forestry. Nature Study. Campcraft. Seton Indians
60 8–15	18	Two camps in chain of Wyonegonic group. Usual camp sports.
8–15		
42 9–16	1 5	Unexcelled drinking water Target shooting. Boy Scout commissioner.
		Jewish.

NEW HAMPSHIRE

	8	Dormitories. Nature study. Outdoor games.
14		
42 none	12	Tutoring. Athletics. Aquatics.
7–17	18	Two distinct camps, one in Harrison, Me., to separate Juniors (7–13) from Seniors (14–17).
		Open-air bungalows. Tutoring, if desired.
95 8–19	13	Made famous by C. Hanford Henderson's unique ideals. Life simple, beds hard, duties homely.
70 8–20	15	Instruction in automobile, jewelry, metal. Nature study. Rifle shooting. Stenography.
50 8–15		
107 8–18	8 8	R. C. Moving pictures and stereopticon lectures. Horseback, manual training, nature study.
		All land and water sports. Tutoring by men of experience.
30 9–15		Scoutcraft. Camp mothers. References required. Resident trained nurse.

Name / Location	Director (with degrees) / Position	Est.	Opens / Closes	Fee / ½ Sea
Penacook Wolfeboro	Chas. A. Hamilton	1912		$100
Penacook North Sutton	R B. Mattern, M.S.	1898	Jul. 2 Aug 30	$150 $80
Pemigewasset Pike	Dudley B. Reed, A B., M D.	1908		
Pasquaney Bridgewater	E S. Wilson, Ph B., Ph.D	1895	Jun 30 Sep 1	$250 None
Raleigh Rumney	Lindol E French, Ph B Atlantic City High School		Jul 1 Aug 26	$150 $80
South Pond Cabins Fitzwilliam	Reginald H. Howe, Jr ,A B	1908		
Tamarack South Tamworth	Miss E I. Seldis	1914		
Thorn Mountain Jackson	Rev Geo A. Bushee Lincoln Academy	1913		
Twin Lake New London	L. H. Sutherland			
Tecumseh Moultonboro	Dr. Geo. W. Orton Univ of Penn	1902	Jun. 22 Sep. 1	$200 $100
Topanemus Lake Sunapee	J. D. Hollenbeck Freehold Military School	1915		
Winnepesaukee Alton	J. G Anderson, A.B ,A M. Member C. D. A. of A	1909	Jun. 29 Aug. 28	$145 $75
Wyanoke Winter Harbor	Walter H Bentley Dummer Academy	1909		
Wawona West Swanzey	Oscar E. Bourne	1899		$150
Wachusett Holderness	Rev. Lorin Webster Holderness School	1903		$150
White Birch Antrim	B Holmes Wallace Swarthmore School, Supt			
Woodcrest Asquam Lake	Sidney Curtis, A B.	1911	Jul 1 Aug. 26	$150
Yampa Asquam Lake	Geo. S. Walworth	1915		
Wellesley Lake Ossipee	Edward A. Benner	1899		

VERMONT AND SOUTHERN NEW ENGLAND

Campanoosuc Union Village, Vt.	Mrs. Wm. E. Sargent Edwin G. Campbell	1908	Jul. 2 Aug 27	$100 $50
Champlain Mallett's Bay Vt.	Wm. H. Brown	1894	Jul. 2 Sep. 3	$175

Enr. Age L.	Instr. Coun.	Special Features
20		Usual sports.
20 9–16	4 4	Course in "Outdoor Sense," studying nature. Manual and mental training.
50		
65 11–16	14 3	Study and development of boy character under properly organized conditions and environment.
16 10–18	4	Elevation, 1,500 ft. 10-acre athletic field Three long hikes. Attention to individual needs.
8 10–18		Nature study. Scoutcraft. Tutoring
100 8–20		Athletics.
8–15		
35 9–15	10	Corrective exercises. A hike a week. Entertainment each Saturday. Usual sports.
		Shopwork. Two weeks' military drill. Tutoring, if desired.
46 6–16	7	Year-Round Tutoring Camp. Well equipped Special attention to boys requiring health-building.
		Wooden huts.
9 yrs.	10	Athletics supervised by famous athletes. Now combined with Wawenock.
		Hoped to be opened in future.
45		Sailing and target shooting under ideal conditions. Nature work. White Mountain hike.

VERMONT AND SOUTHERN NEW ENGLAND

35 7–16	8	Trees, flowers, birds, butterflies studied. Farm among the hills Manual training
55 8–17	11	Camp physician. Horseback. Tramping. Directly on lake Athletics.

Name Location	Director (with degrees) Position	Est	Opens Closes	Fee ½ Sea.
Iroquois Mallett's Bay, Vt.	W. L. Hazen Theo E Lyon	1902		
Kamp Kill Kare St. Alban's Bay, Vt	Ralph F. Perry			
Kiamesha Poultney, Vt	Frank J. Davey, M.D. Stevens Institute	1908	Jun 25 Aug. 28	$150
Passumpsic Ely, Vt.	Harvey Newcomer, A M. Member C. D A. of A.	1914	Jul. 1 Sep. 1	$150 $85
St. Ann's Isle La Motte, Vt.	Brother Dacianus St. Ann's Academy	1892	Jul 1 Aug. 30	$80
Vermont Grand Isle, Vt.	E. N. Gerrish Rutland High School			
Waramaug Wigwam Salisbury, Vt.	Stephen A Breed, S B. Mass Inst of Technology	1909	Jun. 30 Sep. 1	$150 $100
Winape East Charleston, Vt.	S. W. Berry, B L.	1912	Jun 30 Aug. 31	$175
Winnisquam Milton, Vt.	Ira A Flinner, A M. Wm S. Spencer, A M	1905	Jul. 1 Sep. 2	$175 $25 wk
Becket Becket, Mass.	H. W. Gibson Y.M C.A. State Boys' Sect.			
Berkshire Hartsville, Mass.	D R Little, M.A , Ph M. Member C. D. A of A.	1912	Jul 1 Sep. 1	$150
Wampanoag Buzzards Bay, Mass	A. E. Dodd, B S. Director N Bennet St Sch , Boston	1907	Jul. 1 Aug. 31	$165 $90
Eastford Eastford, Conn.	Rev. J. P. Marvin	1911		
Wonposet Bantam Lake, Conn.	Robt. Tindale Member C. D. A. of A.	1905		

NEW YORK

Adirondack Lake George	Dr. Elias G Brown, A.B. Mountain School	1904	Jul. 1 Sep. 2	$200
Chenango Cooperstown	A. E. Loveland, B.S. C D A.of A., Com. H. S.Brk.		Jul. 1 Aug 26	$125
Chenango Tutoring Binghamton	W. Burton Webster			
Dudley Westport	H. C. Beckman, Ph.B Yale	1885	Jun. 30 Sep. 1	$74
Fitzhugh Sodus Bay, Lake Ontario	Aldice G. Warren Army & Navy Prep. School	1900	Jun 26 Aug. 27	$175 $100
Gahada Lake Tawiskarou	Wm. B. Efner	1908		$150
Greenkill First Binnewater	P. D. Fagans West Side Y.M C A.	1907	Jul. 1 Sep. 4	$56 $28

Enr. Age L.	Instr. Coun.	Special Features
		Seniors, juniors, sub-juniors.
15		Tutoring. Photography. Baseball and Tennis.
18 7–16	6	Related to Camp Quinibeck. Bungalows. Hikes. Horseback. Usual sports.
75 6–16	14	R C. Chapel Entertainments, etc.
		Formerly a farm. Trips by steamer, motor boat, and horseback.
27 8–14	6 5	One of Keewaydin Camps. Seton Indians. Ten-day canoe trip. All camp activities.
47 7–19	10	Land and water sports. Character building. Brook trout fishing. Orchestra. Nature study.
31 8–18	2 4	Automobile construction. Photography. Music. Wood working. Horseback.
		Low priced but excellently organised and directed. Merit system.
10 9–14	2	Trips by foot and trolley. Personal supervision.
45 7–15	10	Salt water camp for younger boys. Camp mother. Deep sea fishing. Sailing
		Boating. Target practice. Tennis. Excursions.

NEW YORK

50 9–19	7	Health. Character. Recreation. Supervision.
22 17	3	Home of J. Fenimore Cooper. Stereopticon talks.
200 12–16	20	Oldest existing summer camp. Y.M.C.A. Athletics. Woodcraft. Nature study.
40 11–21	10	Tutoring and recreation. Scoutcraft. Dramatics Self-government.
48 10–16		Manual training. Nature study. Woodcraft.
148 12–17	15	Groups of seven. Woodcraft. Campcraft.

Name Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea.
Kyle Lawrenceville	Dr P. Kyle C D. A. of A., Kyle School		Jul 1 Sep. 1	$150
Lancewood East Jewett	Harold B. Lance, A B.		Jul 5 Aug 30	$200
Mohican Lake George	Charles B. Batchelor Erasmus Hall H School			
Penn Valcour Island, Lake Champlain	C. K. Taylor, B S , A.M.	1905	Jun 23 Aug 27	$175
Pine Bluff Port Jefferson, L I.	Henry S. Pettt, M.D.	1895	Jun. 26 Sep 3	$200 $110
Pok-o'-Moonshine Willsborough	Dr. Charles A. Robinson Peekskill Academy	1906	Jul. 1 Aug. 28	$200 $100
Repton Port Henry	O. C Roach Repton School	1907		
Riverdale Long Lake	Frank S. Hackett, A.B Riverdale Country Sch.	1912	Jul. 1 Sep 1	$225
Rushing Waters Shandaken	R. L. Marsans Principal Shandaken Inst.			
Schroon Lake	Dr. I. S. Moses			
St. Regis	Dr. P. Langdon	1907		
Wake Robin Woodland	H. W. Little, A.B. C. D. A. of A.		Jul. 1 Aug. 31	$125 $75

PENNSYLVANIA, THE WEST, AND CANADA

Algoma Oshkosh, Wis.	Henry E. Polley Read School		Jun. 24 Aug. 26	$90 $10 wk.
Blue Ridge Ivy Depot, Va.	R. Warner Wood, M.A.	1909	Jul 1 Aug. 26	$115
Choconut Friendsville, Pa	Mrs. Geo. L. Winlock	1895	Jul 1 Aug. 31	$175 $100
Cedarvale Hillsboro, Mont.	G. Wm. Barry, M.D.	1914	Jun. 15 Sep. 15	$300 $150
Copp's Camping Trip	Frederic C. Copp Manual Arts teacher	1911		
Culver Lake Maxinkuckee, Ind.		1902		
Evans Flagstaff, Ariz.	H. David Evans Mesa School			
French Broad Brevard, N.C	Henry E. Raines, B.S.		Jul. 1 Aug 26	$138 $73
Cherokee Brison City, N C.	R. W. D. Taylor Woodbury Forest School			

Enr Age L	Instr. Coun.	Special Features
45 8–20	4	Nature study. Shooting. Swimming-pool Bungalows.
10 8–14	2	
		Canoe trips through the Adirondacks
50 8–15	10	Each tent a separate camp Campcraft Woodcraft Everything made by the boys themselves
80	25	Sailing, etc.
115 9–17	14	Morning classes for all. Usual sports
30 10–15	6	Boy Scouts. Camera-hunting
		Tutoring.
		Jewish.
		Tutoring.
32 8–15	5	Mountain life. Woodcraft. Nature study. Manual training.

PENNSYLVANIA, THE WEST, AND CANADA

12 10–16	3	One and two room sleeping cottages. Fishing.
50 12	10 10	Physical, mental, and moral development and efficiency. Studies extra; $20 each subject
30 8–15	5 men 3 women	100-mile canoe trip. Shetland ponies. Handicraft. Dramatics 600-acre farm
15 10–21	1 2	Hunting and fishing. Parents may come, too. Mineralogy.
5 13–16		Trip through West and Yellowstone Park.
		Three schools. Naval School, Cavalry School, School of Woodcraft—latter under Dan Beard
		Tutoring and camping trips.
49 12–18	3 14	2,200 feet elevation School work and recreation Well-equipped house. Hikes and canoe trips

Name Location	Director (with degrees) Position	Est	Opens Closes	Fee ½ Sea
Harlee Tyler, Pa	WM. MITCHELL		Jul 1 Sep 5	$150 $75
Interlaken School Rolling Prairie, Ind	EDWARD A RUMELY		Jun 22 Sep 1	$125
Indianola Madison, Wis	F. G. MUELLER St. John's Mil Acad	1907	Jul. 6 Aug 27	$125
Kenmore Fountain, Mich.	Rev W. H. MACPHERSON	1912		
Keewatin Turtle River, Wis	JAMES H. KENDRIGAN	1902		
Kagawong Rosedale, Ont.	E A. CHAPMAN St Andrew's College		Jun 29 Sep 7	$125
Keewaydin Timagami, Ont.	A. S. GREGG CLARKE	1893	Jul 1 Aug 31	$175 $120
Maplewood Concordville, Pa.	J. C. SHORTLIDGE, A B.		Jun 19 Sep 11	$135
Minocqua Minocqua, Wis.	JOHN P SPRAGUE, M.D	1904		
Mooswa Lake Annis, N.S	GEO H CAIN, A B Cambridge H S		Jul. 1 Sep 1	
Minne-Wawa Algonquin Park, Ont	W. L. WISE, Ph.B. Bordentown Mil Inst		Jul. 5 Aug 30	$125 $65
Otter Dorset, Ont.	Prof. C. V. P YOUNG Cornell			$180
Susquehannock Tripp Lake, Pa	GEO. C. SHAFER			
Red Cloud Silver Lake, Pa.	Rev. J T RUSSELL, A M		Jul 1 Sep 1	$300
Tosebo Onekama, Mich.	NOBLE HILL, Ph B Todd Seminary		Jun. 28 Aug. 23	$100 $50
Santa Anita Sierra Madre, Cal	The Misses COOPER Berkeley Hall School	1910		
Sosawagaming Yellow Dog River, Mich	CLARENCE E. SNYDER, A.M.			
Windigo Windigo, Ont.	Dr. J. P. SPRAGUE Grinnell College			
Wisconsin Highlands Plum Lake, Wis	WM J. MONILAW, M D. Sayner P O.	1904	Jun 18 Aug. 28	$200 $130
Yellowstone Fort Washakie, Wyo.	CHARLES C. MOORE			
Timagami Timagami, Ont	S A. MUMFORD Cornell			$150
Waubuno Algonquin Pk , Ont.	G. G. BROWER, M S , A.M. N J. State Model School			

Enr. Age L.	Instr Coun.	Special Features
50 8–16	5 5	Manual training Aquatics Athletics.
8–18		Farm activities Carpentry. Metal work Auto trip to Panama Exposition at extra expense for groups of 10.
30 9–21	10	Tutoring. Music.
50	6 7	Mayor. Commissioners. Town meeting.
49		Shooting and sailing. Swimming under instruction of Royal Life Saving Society.
		Real wild wood life, exploring, canoe trips, Canadian wilderness.
		Summer home of Maplewood Institute. Camp life alternating with home life
48 9–16		Canoe trips.
10–16		Angling Literature. Taxidermy. Chess. Manual training.
16	3	Woodcraft Animal photography.
25	5	On small lake, 1,200 feet elevation. Fishing
13–17		No extras; fee includes everything.
40 6–15	6	Boy citizens. Not a school.
		Two separate camps, one for boys 5–8, the other for girls 5–15.
10–20		Three auxiliary camps.
		For college men and sportsmen.
84 10–16	18	Bird study. Large library. Photography Music.
30		Cowboy life and exploring in Yellowstone Park.
60	6	Island in Lake Timagami Boys from Eton, Harrow, and leading English schools.
12 12–16		Camping. Canoe exploring. Wild animal observation.

GIRLS'

MAINE

Name Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea.
Abena Belgrade	Mr & Mrs A E. Lambert Middlebury College	1907	Jun 30 Aug 31	$185 $100
Accomac Hillside	Corinne B Arnold Philadelphia	1911	Jul 1 Sep 1	$250
Alford Lake South Hope	Susan M Kingsbury Cambridge	1907		$200
Eden Harrison	Clara Drew Syracuse University	1910	Jun 29 Sep. 2	$150 $75
Eden Club Harrison	Mrs F. M Gracey Somerville, Mass	1911	Jun. 29 Sep 2	$100 $25 2 wk.
Eggemoggin Birch I., Penobscot Bay	Edward L. Montgomery Natick, Mass.	1915		$160
Glen Eyrie Salmon Lake	Beatrice E Tandy Yonkers	1913	Jul 1 Sep 1	$160 $85
Highland Nature Club South Naples	Estelle B. Davidsburg Davidsburg School	1910		$200
Juniper-Juveniles Great Chebeague	C. H. & B S. Hadcock Brookline	1913		
Keoka Naples	Edith C. Putnam Brooklyn	1915	Jul. 1 Sep. 1	$175 $100
Kineowatha Wilton	Elizabeth Bass, B.A.	1913	Jul 1. Sep 1	$175 $100
Ko Ko Sing Waterford	Lewis C. Williams	1914		$175
Minnewawa Vassalboro	Mrs. Alice N. Randall	1914	Jul. 1 Sep. 1	$125
Moy-Mo-Da-Yo South Limington	F. Helen Mayo Elizabeth M Moody	1909	Jul. 1 Aug. 28	$150 $80
O-hui-vo Oxford	Mary North Martha Hanaburgh	1913	Jul. 1 Sep. 1	$150 $80
Ono Raymond	Mrs. Nellie M. Hoyt Brookline	1913	Jul. 1 Sep. 1	$100
Pinewood Canton	Otis M. Richardson Canton	1914	Jul. 1 Sep. 1	$200 $100
Runoia North Belgrade	Jessie C Pond Horace Mann School	1908	Jun 30 Sep. 1	$175 $100
Sans Souci	Mrs. Emile H. Tardivel Brookline	1913	Jul. 1 Aug. 30	$150

CAMPS

Enr. Age L	Instr. Coun.	Special Features
63 8–18	15	Arts and crafts. Nature study. Archery. Horseback. Dancing.
62 13–17	11	Jewish. Sleeping bungalows. Modern plumbing. Afternoon study.
		Cooking Arts and crafts. 115 acres.
15 12–18	4	Camp Fire Girls. Canoe Trips. Limited purposely to 15. Glee Club.
25 18–50	2	Camp life for young women Near Eden Camp.
		Tennis. Dancing. Fares included
14 10–18		Dormitory. Indian play and songs.
32		Jewish Sleeping bungalows. Basket ball. All sports.
		For little girls. Motherly care. Island in Casco Bay.
		Formerly boys' camp. Well equipped. All sports.
10 8–17	4	Sleeping bungalows. Near adults' camp. Modern equipment. Mountain trips.
		Private camp for select number.
		Older girls may also come at special rates.
20		Folk dancing. Farmhouse. Annex at lake.
		Simple games and sports.
8		Home camp. Domestic science. Older girls also received.
15		Sleeping cabins. Music. Art. Farm. Dancing Pageantry.
35 10–22	7	Dancing. Handicrafts. Music.
		Small camp. Home atmosphere. Archery.

Name Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea
Sebago-Wohelo South Casco	Mrs. Luther H. Gulick	1910		$200
Songo Naples	Sophie R H. Levy, B A. Camp Director	1913	Jun 27 Sep 3	$250
Teconnet China	Charles F. Towne, A B School Dept, Providence	1912	Jul 1 Sep 1	$150
Tripp Lake Poland	Cyd Bettelheim	1911	Jul 1 Sep 1	$225
Wyonegonic Denmark	Mr & Mrs C. E Cobb Rose Giles	1900	Jul 1 Aug 30	$200 $110

NEW HAMPSHIRE

Acadia Lakeport	Dr and Mrs. J. G Quimby	1909	Jul 1 Aug 31	$150
Anawan Meredith	Mrs N S Winchester The Misses Hazelton	1913	Jul 3 Sep 1	$175 $100
Aloha Club Pike	Florence Griswold Mrs E. L Gulick	1910	Jul. 1	$200 $110
Birchmont East Wolfeboro	Mr. and Mrs A. Field	1906	Jun 15 Sep 30	$10 wk
Chatham Woods South Chatham	Katherine L. Bishop Teacher Domestic Science	1910	.	$150
Coleelimock West Springfield	Miss M. A Bradford			
Candlewood Hill Dunbarton	Dr. Bertha C. Guild Boston University	1914		$150
Eagle Point Derry	Ernest L. Silver			
Eagle Point Rumney	Dr. and Mrs. J. E. Klock	1905		
Fairweather Francestown	Matilda D. Fairweather 12 years Y.W C. A	1911	Jul. 1 Aug 31	$150 $80
Good Times Meadowbrook	Mrs. Cora F. Hayward	1914	Jun 15 Sep. 15	$10 wk.
Kareless Klub Alton	Clara O Yorke	1913		$7 wk.
Kuwiyan East Alton	Elizabeth D. Embler			
Larcom Tamworth	Mrs. S. G. Davidson	1913	Jun. 25 Sep. 3	$150 $15 wk.
Mrs. Hassan's Bristol	Mrs. Laura H. Hassan Pasquaney Nature Club	1904	Jul 1 Sep 1	$200 $110
Paradise Hebron	H. J. Shorey			

Enr Age L	Instr. Coun	Special Features
42		Home camp of Camp Fire Girls. Singing. High ideals.
48	8	Jewish. Emphasis on athletics.
50	10	Entire island in lake. Development and rest.
80		Jewish Fashionable and successful.
155 8–21	64	Three camps Archery. Pageantry. Oldest camp for girls.

NEW HAMPSHIRE

20		Camp Fire Girls. Happy, homelike camp.
30 9–18	10	Horseback. Handicrafts Mountain hikes.
130 8–25		Music. All sports. Mostly older girls
120 16–		For young women. Sports. Excursions
25 12–		Archery Fishing. Hikes.
6–16		Usual sports. Corn roasts, etc.
		Instruction in Music, Art, and Elocution
27 12–23	7	Baseball. Domestic Arts and Sciences.
6 3–8		Little children Mothering
		Bathing. Boating. Croquet Rides
20 8–17		Adjoining camp for parents.
18 10–20		Dormitory Dancing. Excursions
		Girls' summer board.

Name / Location	Director (with degrees) / Position	Est	Opens / Closes	Fee / ½ Sea
Pukwana Lake Winnepesaukee	The Misses Blake			
Pine Knoll Conway	Mrs Frances H White	1914	Jun. 29 Aug 28	$160
Pinecroft Bristol	Mrs Alfred K Carr		Jun 26 Aug. 28	$200 $150
Pine Lands Center Harbor				
Robinswood Gilmanton	Mrs G. B Darrow	1915		$150
Sargent Peterboro	Dr. Dudley A Sargent Sargent School	1913	Jul 6 Sep 3	$200 $110
Tall Pines	Miss Reaveley	1915	Jun. 30 Sep 1	
Wawonaissa Spofford	Mrs E LeB Crofton Newman School			
Winnetaska Ashland	Dr. John B. May	1914	Jun. 30 Sep. 1	$180 $100
Winnecomack Munsonville	Mary C. Wheeler			$150
Winona Fields Ashland	Elizabeth M. Fessenden Dr Mary R. Lakeman	1906	Jul 1 Sep 2	$175
VERMONT				
Aloha Fairlee	Edward Leeds Gulick	1905	Jun. 29 Aug. 31	$200 $110
Aloha Hive Ely	Mrs E W. Gulick	1915	Jul. 2 Sep. 3	$200 $110
Barnard Mallett's Bay	Barnard School			
Farwell Wells River	J. H. Farwell, A B., A.M. Miss Mason's School	1906		$175
Hanoum Thetford	Mr. & Mrs Farnsworth Teachers College	1908	Jul. 1 Aug. 26	$200 $100
Hokomoko Fairlee	D S Conant, A B. Mrs. D. S. Conant, B.S.	1910		$150
Ken-Jocketee South Strafford	Mr & Mrs J. W. Tyson, Jr.	1912	Jun. 30 Sep. 1	$175 $87
Quinibeck South Fairlee	F L Bryant, W W. Clendennin, A. A. Dodge	1911		$200
Tela-wauket Roxbury	Mr. & Mrs C. A. Boys	1913	Jun 30 Sep. 1	$125 $70
Winneshewauka Lunenburg	Karl O. Balch	1915		$200

Enr Age L.	Instr. Coun	Special Features
10 10–24		Mental poise and harmonious living
10–20	4	Lake and hills Cups for English Comp., neatness Usual sports
		Limited, fashionable patronage.
8–15		
85 12–24	25	Elaborately equipped for Sargent School.
10–15		Catholic girls,
20 11–17	8	Walking and canoeing trips. Nature study.
		Aquatics. Field sports. Handicrafts.
20 9–25		Camp Fire Girls. Outdoor sports

VERMONT

130 12–18	13 14	A singing camp. Water sports. Trips
20	3 2	Pets. Sports. Crafts. Individual mothering
34		Tutoring and usual sports.
72 8–25	9 5	Private pond and farm. Camp Fire Girls. Out-of-door æsthetic dancing. "Gipsy trips." Riding.
		All sports. Sketching. Needlework.
25 10–25	6	Pottery Stencilling. Gypsying trips Horseback instruction. Usual sports
91		Sleeping bungalows. Horseback riding. No extras
108 13–19	6	Sleeping bungalows. Horses. Sketching. Leather-work.
		Bungalows. Sports. Horseback riding.

Name / Location	Director (with degrees) / Position	Est.	Opens / Closes	Fee / ½ Sea.
Wuttaunoh Northfield	E A Shaw, C E, A M Prof Middlebury College	1914	Jul 1 Aug 26	$150 $75
Wynona Fairlee	Miss Jennie Evans Guild and Evans School	1914		$200
MASSACHUSETTS				
Catamount Berkshire Hills	Alice A Crouch Physical Director			
Chequesset Wellfleet	Wm G. Vinal, S B, A M Alice H Belding, A B.	1914	Jul. 1 Aug 26	$160 $95
Mattaquesset Edgartown	Miss M E. Shermerhorn			
Monponsett Halifax	Mrs Ellen Dresser Manor School	1915		
Mrs. Norman White's Orleans	Mrs Norman White			
Portinimicut Orleans	Mrs M F McDonough	1910		
Quanset South Orleans	Mrs E. A. W Hammatt	1907		
Setucket Brewster	Miss A. W Foster Registered Nurse	1914		
Sea Pines Brewster	Miss Faith Bickford Sea Pines School			
Wild Acres Pittsfield	Mrs. Caroline Slater			$100
CONNECTICUT				
Hooker Guilford	Mrs T. A. Hooker, A.B, M A.	1909	Jul. 1 Aug. 31	$150 $80
Sebowisha Norwich	Marion R Smith St. Agnes School Phys Dir.	1912	Jul 1 Aug 14	$100
Shampishu New Haven	Eunice R. Augur New Haven Sch. of Gym	1914		
Sunnyside Wilton	J. F. Rogers, M D Mrs J. F. Rogers, B A		Jul. 5 Aug 28	$150 $80
NEW YORK, PENNSYLVANIA, AND THE WEST				
Awanda Estes Pk., Col.	Lois S. Hall	1912		
Black Elephant Lake George, N.Y.	Miss Theoda F. Bush Dana Hall School	1910		
Caribou Lodge Boulder, Col	Miss L. A. Small Froebellian House School			

Enr. Age L.	Instr. Coun.	Special Features
8 8–24	3 1	Horseback riding. Nature study. Tramps. Social games. All sports.
19		All sorts of sports.

MASSACHUSETTS

		Camp Fire Girls.
20 12–25	9	Salt and fresh water bathing. Sailing. Gardening Folk-dancing Wood lore.
		On grounds of private school. All sports.
		Mostly R. C.
100		Musical play. Sailing. Weaving.
		Very young children
		Camp Fire Girls Dancing Dramatics.

CONNECTICUT

31 9–35	2 3	Folk-dancing Arts and Crafts. Sailing Camp-fires and moonlight suppers.
15 12–20	5	Screened sleeping-porches Baseball. All sports. Annual exhibition.
		Conducted by New Haven Normal School of Gymnastics.
6 12–20	2 2	Personal attention. Variety of out-of-door experience.

NEW YORK, PENNSYLVANIA, AND THE WEST

20		Big Sister movement
15		
		Practical Forestry.

Name Location	Director (with degrees) Position	Est.	Opens Closes	Fee ½ Sea
Cedar Pottersville, N Y.	Alice G Fox	1912	Jul 1 Sep 2	$125
Halcyon Fern Ridge, Pa	Miss Metcalf's School			
Manatoana St. Lawrence, N Y	Dr. and Mrs James O'Neill Metropolitan Society			
Marion Fountain, Mich	Rev. W. H MacPheeson	1912		
Mesacosa Corinth, N Y.	J F Williams, A B., M D	1914	Jun 24 Aug 27	$175 $20 wk
Michigamme Lake Michigamme, Mich	Mrs Caroline S. Rowell, A B, C S.			
Niqueenum Willsborough, N Y	Margaret Lyall Virginia Hoyt	1913		
Pine Tree Pocono Pines, Pa	Blanche D Price	1911		
Pokegama Mercer, Wis	Mrs. J. H. Kendrigan			
Seivanhaka Mt. Sinai Harbor, L.I.	Dr Henry S. Pettit	1914		
Sandstone Green Lake, Wis	Elva I. Holford Esther G. Cochrane	1912		
Setag	Ada M. Gates	1908	Jul. 1 Sep 1	$175
Trails End Lexington, Ky	Mary D Snyder Phys Dir Transylvania U	1913	Jul 1 Sep 1	$100 $12 wk.
Wyndcroft Kingsville, Ohio	Mrs. Artemas B Luce			
Wah-wah-tay-see Oquaga Lake, N.Y	Allen S. Williams Prin Hawthorne School			
Harmony Jamesport, L.I.	Mrs W M. Stonehill Miss E I. Giles			
Birchwood Mullet Lake, Mich.	Gertrude Tuttle, B.S.			

Enr. Age L.	Instr Coun.	Special Features
18 14–20		Auto, canoe, and tramping trips.
		Nature study.
20		Camp Fire Girls Folk-dancing Nature study.
30 12–22	6 4	Dramatics Camp garden. Dancing
40		
15		
		Domestic Science. Golf.
25		Related to Pine Bluff Camp Sailing. Dancing. Horseback. Arts and Crafts
35	9	Usual sports.
38 9–20	4 5	Camp Fire Girls. Art. French Conversation. Trained nurse. Horseback.
10 15–25	2	Trip to Mammoth Cave. Farm of 250 acres. Swimming Horseback, etc.
10–16		Boating. Swimming. Riding.
8–14		

DIRECTORIES

EXPLANATION OF THE DIRECTORIES.

The purpose of these Directories is to present, in alphabetical classified lists, the associations, the periodicals, and the firms which are of greatest interest to schools. No attempt is made at completeness.

The inclusion or exclusion of a firm is solely dependent on the value and importance of the service which it is prepared to render the private schools The reading notice, following the name and address of some firms, is paid space, a legitimate source of revenue to the book and of publicity to the firm.

Officers of associations are requested to keep the publisher informed as to changes of officers, dates of meetings, etc. No charge whatever is made for any such notice. Firms and periodicals which have been inadvertently omitted will be added, without expense to them, on their presenting evidence by catalogs or otherwise that they are capable of rendering important service along the lines included in these Directories.

DIRECTORY OF EDUCATIONAL ASSOCIATIONS

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. Section L. Education. Established: 1907.
PURPOSE: To discuss general educational problems and to investigate scientific measures of school processes or products.
SPECIAL MEETING: Aug. 2–7, 1915, San Francisco, Cal.
ANNUAL MEETING: Dec. 27–Jan. 1, 1915–16, at Columbus, Ohio.
PUBLICATIONS: Science (weekly), official organ.
OFFICERS: President, E. P. Cubberley.
Sec'y, S. A. Courtis, 82 Eliot St., Detroit, Mich.

AMERICAN FEDERATION OF THE TEACHERS OF THE MATHEMATICAL AND NATURAL SCIENCES. Established: 1907.
PURPOSE: To advance the teaching of science.
ANNUAL MEETING: Dec. 27, 1915, at Philadelphia.
OFFICERS: President, C. Riborg Mann.
Secretary, Wm. A. Hedrick, McKinley Manual Training School, Washington, D.C.

AMERICAN HOME ECONOMICS ASSOCIATION. Established: 1908.
PURPOSE: To improve conditions of living in the home, the institutional household, and the community.
ANNUAL MEETING: Aug. 18–20, 1915, at Seattle, Wash.
PUBLICATIONS: Journal of Home Economics (monthly).
OFFICERS: President, Martha Van Rensselaer.
Secretary, Miss Anna Barrows, Teachers College, N.Y. City.

AMERICAN INSTITUTE OF INSTRUCTION. Established: 1830 (oldest of its kind in U.S.).
PURPOSE: Educational advancement of New England.
ANNUAL MEETING: July 1–3, 1915, at Harvard University.
OFFICERS: President, William Orr.
Secretary, Wallace E. Mason, Keene, N.H.

AMERICAN MATHEMATICAL SOCIETY. Established: 1894.
PURPOSE: To encourage and maintain an active interest in and to promote the advancement of mathematical science.
ANNUAL MEETING: Dec. 27–Jan. 1, 1915–16.
PUBLICATIONS: Bulletin; Report of Proceedings; Colloquium Lectures.
OFFICERS: President, E. W. Brown.
Sec'y, F. N. Cole, 501 W. 116th St., N.Y. City.

AMERICAN NATURE STUDY SOCIETY. Established: 1904.
PURPOSE: To further the interests of elementary science in the grades.
ANNUAL MEETING: Dec 30–31, 1915, at Columbus, Ohio (same as Am As. for Advancement of Science).
PUBLICATIONS: Nature Study Review.
PROCEEDINGS: Published in the Review.
OFFICERS: President, Anna B. Comstock.
Secretary, Elliott R. Downing, Univ. of Chicago, Chicago, Ill.

AMERICAN PHYSICAL EDUCATION ASSOCIATION. Established: 1885
PURPOSE: Advancement of physical education.
PUBLICATIONS: American Physical Education Review.
PROCEEDINGS: Published in the Review.
OFFICERS: President, R. Tait MacKenzie.
Secretary, James H. McCurdy, 93 Westford Ave., Springfield, Mass.

AMERICAN SCHOOL HYGIENE ASSOCIATION.
OFFICERS: President, Dr. Henry M. Bracken.
Secretary, Thomas A. Storey, College of the City of New York, N.Y. City.

AMERICAN SCHOOL PEACE LEAGUE. Established: 1908.
PURPOSE: To promote, through the schools and the educational public, the interests of international justice and fraternity.
ANNUAL MEETING: Aug. 16–28, 1915, at Oakland, Cal.
PUBLICATIONS. Year Book; program of meeting; miscellaneous pamphlets.
OFFICERS: President, Randall J. Condon.
Secretary, Fannie F. Andrews, 405 Marlborough St, Boston, Mass.

ASSOCIATION OF AMERICAN GEOGRAPHERS. Established: 1904.
PURPOSE: For the advancement of scientific geography.
ANNUAL MEETING. December, 1915. Joint Meeting with Am. Geog. Soc.
PUBLICATIONS: Annals.
OFFICERS: President, Prof. R. E. Dodge.
Secretary, Prof. Isaiah Bowman, Am. Geog. Soc., Broadway & 156th St., N.Y. City.

ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS OF THE MIDDLE STATES AND MARYLAND. Established: 1886.
PURPOSE: To discuss general educational problems.
ANNUAL MEETING: November, 1915. Under auspices of University of State of New York
PUBLICATIONS: Annual Proceedings of Convention.

OFFICERS: President, John C. Sharpe.
Secretary, George W. McClelland, Univ. of Penn., Philadelphia, Pa.

ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES. Established: 1895.

PURPOSE: To consider the qualifications of candidates for admission to colleges, the methods of admission, the character of the preparatory schools, the courses of study to be pursued in the colleges and schools, etc.

PUBLICATIONS: Proceedings of annual meetings, Bulletin of Commission on Accredited Schools.

OFFICERS: President, J. Carter Walker.
Secretary, Bert E. Young, Vanderbilt University, Nashville, Tenn.

ASSOCIATION OF HISTORY TEACHERS OF THE MIDDLE STATES AND MARYLAND. Established: 1902.

PURPOSE. To promote co-operation among teachers of history.

ANNUAL MEETING: April 16, 17, 1915, at Johns Hopkins University.

PUBLICATIONS: Annual volume.

OFFICERS: President, Henry Johnson.
Secretary, Edgar Dawson, Hunter College, N.Y. City.

ASSOCIATION OF MATHEMATICAL TEACHERS IN NEW ENGLAND.

PURPOSE: To increase interest in the science of mathematics.

ANNUAL MEETING. Dec. 4, 1915, at Boston, Mass.

PUBLICATIONS· Joint publishers with Middle States and Md. As. of "Mathematics Teacher."

OFFICERS: President, Prof. Julian L. Coolidge.
Secretary, H. D. Gaylord, 104 Hemenway St., Boston, Mass.

ASSOCIATION OF TEACHERS OF MATHEMATICS IN THE MIDDLE STATES AND MARYLAND.

OFFICERS: President, Eugene R. Smith.
Secretary, Howard F. Hart, Montclair, N.J.

CAMP DIRECTORS' ASSOCIATION OF AMERICA. Es tablished. 1910.

PURPOSE: To promote friendly social relations between the directors of summer camps, and the improvement of camping in general by discussion and the interchange of experience.

MONTHLY MEETINGS: Second Saturday evening, each month.

PUBLICATIONS: Monthly report of meetings.

OFFICERS: President, George L. Meylan, M.D.
Secretary, W. W. Thomas, 142 Bruce Ave., Yonkers, N.Y.

CATHOLIC EDUCATION ASSOCIATION. Established: 1903.
PURPOSE: To promote the general interests of Catholic education.
ANNUAL MEETING: St. Paul, Minn.
PUBLICATIONS: Annual Report of the Proceedings; Quarterly Bulletins.
OFFICERS: President-general, Rt. Rev. Thomas J. Shahan
Secretary-general, F W. Howard, 1651 E. Main St, Columbus, Ohio.

CENTRAL ASSOCIATION OF SCIENCE AND MATHEMATICS TEACHERS. Established. 1902.
PURPOSE: To promote better teaching of science and mathematics, to obtain a better correlation of these subjects, and to bring the colleges and secondary schools into closer relations with each other.
ANNUAL MEETING. November, 1915, at Chicago, Ill
PUBLICATIONS: School Science and Mathematics; Annual Proceedings.
OFFICERS: President, C E. Spicer.
Secretary, A. W. Cavanaugh, Lewis Institute, Chicago, Ill.

CLASSICAL ASSOCIATION OF THE ATLANTIC STATES. Established: 1906.
PURPOSE: To unite all persons in the Middle Atlantic States who are interested in the study of the language, the literature, the life, and the art of ancient Greece and ancient Rome, that the position of the classics may be strengthened through the encouragement of research, and the development of better methods of teaching.
ANNUAL MEETING: April or March, two days.
PUBLICATIONS: The Classical Weekly.
PROCEEDINGS: Published in the Classical Weekly.
OFFICERS: President, Dr. W. F. Little.
Secretary, Prof. Charles Knapp, Barnard College, Columbia Univ., N.Y. City.

CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH. Established: 1905.
PURPOSE: To stimulate interest in classical study.
ANNUAL MEETING: First days in April.
PUBLICATIONS: Classical Journal.
OFFICERS: President, J. C. Kirkland.
Secretary, H. J. Barton, Univ. of Ill., Champaign, Ill.

CLASSICAL ASSOCIATION OF NEW ENGLAND.
OFFICERS: President, Dr. William T. Peck.
Secretary, Prof. George E. Howes, Williams College, Williamstown, Mass.

CLASSICAL ASSOCIATION OF THE PACIFIC NORTHWEST. Established. 1911.
PURPOSE: To promote the general state of classical studies.
ANNUAL MEETING: November, 1915.
PUBLICATIONS: Classical Journal,—official organ.
OFFICERS: President, Prof. Kelly Rees.
Secretary-Treas., Juliana A. Roller, Franklin High School, Portland, Ore.

COMMISSION ON THE REORGANIZATION OF SECONDARY EDUCATION. Established: 1912, by the N. E. A.
PURPOSE: To define the aims, methods, and content of the various high school subjects.
ANNUAL MEETING: February, 1916, in connection with N. E. A., Dept. of Superintendence.
OFFICERS: Chairman, Clarence D. Kingsley, High School Inspector, Mass. Board of Education, Boston, Mass.

CONFERENCE FOR EDUCATION IN THE SOUTH AND SOUTHERN EDUCATIONAL ASSOCIATION.
PURPOSE. To bring together citizens of all callings to further community development in the South.
ANNUAL MEETING: April 27–30, 1915.
PUBLICATIONS. Annual Proceedings of Southern Educational Association.
OFFICERS: Conference President, J. Y. Joyner.
Secretary, A. P. Bourland, Southern Bldg., Washington, D.C.
Association President, J. Y. Joyner.
Secretary, R. A. Clayton, Birmingham, Ala.

CONFERENCE OF CHIEF SCHOOL OFFICERS OF THE UNITED STATES. Established: 1912.
PURPOSE. Discussion of administration problems.
ANNUAL MEETING: July and February with N. E. A. and Dept. of Superintendence.
PROCEEDINGS: In N. E. A. Report.
OFFICERS: President, Thos. E. Finegan, Albany, N.Y.

EASTERN ART AND MANUAL TRAINING ASSOCIATION.
PURPOSE: To advance the interests of manual training and household, agricultural, industrial, and the fine arts as essential elements in a liberal education.
ANNUAL MEETING: April 29 and 30 and May 1, 1915, at Buffalo, N.Y.
OFFICERS: President, Harry W. Jacobs.
Secretary, Fred P. Reagle, Board of Education, Montclair, N.J.

EASTERN COMMERCIAL TEACHERS' ASSOCIATION. Established: 1897.
PURPOSE: To discuss problems of teachers in private commercial schools, and in the commercial depart-

ments of the high schools and to raise the standards of the teaching profession.
ANNUAL MEETING. April 1–3, 1915.
OFFICERS. President, J. E. Fuller.
Secretary, D. A. McMillin, Newark, N.J.

HARVARD TEACHERS' ASSOCIATION. Established: 1891.
PURPOSE: To unite Harvard and Radcliffe graduate students and officers interested in teaching.
ANNUAL MEETING. First Saturday in March, 1916.
PUBLICATIONS: Addresses of the annual meeting, published in the May School Review; Annual Proceedings.
OFFICERS. President, Frank V. Thompson.
Secretary, Henry W. Holmes, Asst. Prof. of Education, Harvard University, Cambridge, Mass.

HEAD MASTERS' ASSOCIATION. Established: 1892.
ANNUAL MEETING: February, 1916.
OFFICERS: President, William G. Thayer.
Secretary, Alvan E. Duerr, The Stone School, Cornwall-on-Hudson, N.Y.

HEAD MISTRESSES' ASSOCIATION OF THE EAST.
OFFICERS: Secretary, Miss Elizabeth Forrest Johnson, The Baldwin School, Bryn Mawr, Pa.

HEAD MISTRESSES' ASSOCIATION OF THE MIDDLE WEST. Established. 1914.
PURPOSE: To provide an opportunity for furthering the acquaintance of head mistresses with one another, and for the discussion of matters of common interest to all private girls' schools.
ANNUAL MEETING: January, 1916
OFFICERS: President, Miss Gertrude Angell, head mistress of Buffalo Seminary, Buffalo, N Y.
Secretary, Miss Grace L. Jones, head mistress of Columbus School for Girls, Columbus, Ohio.

INLAND EMPIRE TEACHERS' ASSOCIATION.
OFFICERS: President, L. R. Alderman.
Secretary, Maude N. Stinson, 2003 Sharpe Ave., Spokane, Wash.

INTERNATIONAL KINDERGARTEN UNION. Established: 1892.
PURPOSE: To gather and disseminate knowledge of the kindergarten movement, to bring into active co-operation all kindergarten interests, to promote the establishment of kindergartens.
ANNUAL MEETING. August 17–22, 1915, at San Francisco, Cal
PUBLICATIONS: Proceedings of the annual meetings; leaflets for propaganda.

OFFICERS· President, Mrs. Mary B. Page, 54 Scott St., Chicago, Ill.
Secretary, Miss May Murray, Kindergarten Review, Springfield, Mass.

LEAGUE OF TEACHERS' ASSOCIATIONS. Established: 1912.
PURPOSE. To bring associations of teachers into co-operation and relations of mutual assistance and to promote the best interests of education.
ANNUAL MEETING Aug 14–28, 1915, at Oakland, Cal.
PUBLICATIONS. The Elementary Teacher,—official organ.
OFFICERS. President, Grace Baldwin.
Secretary, Mollie R Hobbs, 823 N. Fremont Ave, Baltimore, Md.

MISSISSIPPI VALLEY HISTORICAL ASSOCIATION, TEACHERS' SECTION. Established: 1911.
PURPOSE: To secure the co-operation of history teachers for the advancement of their work.
ANNUAL MEETING: Spring, 1915. Held in connection with annual meeting of the association.
PROCEEDINGS: Included with the annual report of the association.
OFFICERS. Chairman, Karl F. Geiser.
Secretary, Howard C Hill, State Normal School, Milwaukee, Wis.

MODERN LANGUAGE ASSOCIATION OF AMERICA. Established: 1883.
PURPOSE: The advancement of the study of the modern languages and their literatures.
ANNUAL MEETING: Dec. 28, 29, 30, 1915, at Cleveland, Ohio.
PUBLICATIONS: Quarterly publications of M L. A of A.
PROCEEDINGS: Included in first issue of publications.
OFFICERS: President, Jefferson B. Fletcher.
Secretary, William Guild Howard, 39 Kirkland St., Cambridge, Mass.

MONTESSORI EDUCATIONAL ASSOCIATION. Established: 1913.
PURPOSE: To organize, co-operate, and promote the Montessori theories of education.
PUBLICATIONS: Bulletins of information.
OFFICERS: President, Mrs. Alex. Graham Bell.
Secretary, William K. Cooper, 1840 Kalorama Road, Washington, D.C.

MUSIC SUPERVISORS NATIONAL CONFERENCE. Established: 1910.
PURPOSE. For mutual helpfulness and the promotion of good music through the instrumentality of the public schools.

ANNUAL MEETING: March 15–May 15, 1916.
PUBLICATIONS: Music Supervisors' Bulletin; Journal of Proceedings.
OFFICERS: President, Mrs Elizabeth Casterton.
Secretary, Miss Agnes Benson, Tribune Bldg., Chicago, Ill.

MUSIC TEACHER NATIONAL ASSOCIATION. Established: 1878.
PURPOSE: The advancement of musical knowledge and education in the United States.
ANNUAL MEETING: Dec. 28–30, 1915, at Buffalo, N.Y.
PUBLICATIONS: Studies in Musical Education, History and Æsthetics. (The Papers and Proceedings of the Annual Meetings)
OFFICERS: President, J. Lawrence Erb.
Secretary, Charles N. Boyd, 431 Wood St., Pittsburgh, Pa.

NATIONAL ASSOCIATION OF TEACHERS' AGENCIES. Established: 1914.
PURPOSE: To enhance the value of the service of teachers' agencies to teachers and schools.
ANNUAL MEETING: Feb. 21–26, 1916, at Detroit, Mich., with N. E. A., Dept. of Superintendence.
PUBLICATIONS: Report of Proceedings.
OFFICERS: President, A. F. Pease.
Secretary, B. F. Clark, 64 E. Van Buren St., Chicago, Ill.

NATIONAL COMMERCIAL TEACHERS' FEDERATION. Established: 1895.
PURPOSE: Promotion of profitable interest and enthusiasm among teachers of commercial subjects, and the advancement of commercial education.
ANNUAL MEETING: Dec. 27–30, 1915, at Chicago, Ill.
PUBLICATIONS: Annual Report of Proceedings; Federation Herald (monthly).
OFFICERS: President, J. F. Fish.
Secretary, Edwin E. Jones, La Salle Extension Univ., Chicago, Ill.

NATIONAL CONFERENCE COMMITTEE ON STANDARDS OF COLLEGES AND SECONDARY SCHOOLS. Established: 1906.
PURPOSE: To consider standards of admission, etc.
ANNUAL MEETING: March 26, 1915, at N.Y. City.
PUBLICATIONS: Report of Annual Meeting; Reports to various journals.
OFFICERS: President, Wilson Farrand.
Secretary, Frederick C. Ferry, Williams College, Williamstown, Mass.

NATIONAL COUNCIL OF EDUCATION.
OFFICERS: President, Robert J. Aley.
Secretary, W. B. Owen, Chicago Normal School, Chicago, Ill.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH. Established: 1911.
PURPOSE: To increase the effectiveness of school and college work in English.
ANNUAL MEETING: November.
PUBLICATIONS: Reports; English Journal.
PROCEEDINGS: In the English Journal for January.
OFFICERS: President, E. H. K. McComb.
Secretary, James F. Hosic, Chicago Normal College, Chicago, Ill.

NATIONAL EDUCATION ASSOCIATION. Established: 1857.
PURPOSE. To elevate the character and advance the interests of the profession of teaching, and to promote the cause of education in the United States.
ANNUAL MEETINGS: Feb. 21–26, 1916, at Detroit, Mich. (Dept of Superintendence); International Congress of Education, August 16–28, 1915, at Oakland, Cal.
PUBLICATIONS· N. E. A. Bulletin (monthly); Annual Proceedings; Year Book.
OFFICERS: President, David Starr Jordan.
Secretary, Durand W. Springer, Ann Arbor, Mich.

NATIONAL FEDERATION OF STATE TEACHERS' ASSOCIATIONS.
OFFICERS: President, Charles S. Foos.
Secretary, W. W. Remington, Denver, Col.

NATIONAL KINDERGARTEN ASSOCIATION. Established: 1909
PURPOSE: To have the kindergarten established in every public school.
ANNUAL MEETING: November, 1915, in N.Y. City.
PUBLICATIONS: Annual Report; Educational Propaganda, Literature, and Bulletins.
OFFICERS: President, Dr. John Dewey.
Corresponding Secretary, Miss Bessie Locke, 250 Madison Ave., N.Y. City.

NATIONAL SOCIETY FOR BROADER EDUCATION. Established: 1910.
PURPOSE: Through the education of the adult to aid in the normal development of national life, to remove the causes of distrust and antagonism between sections and classes, and thus to promote the interests of the whole people.
ANNUAL MEETING: First Wednesday in January, 1916, at N.Y. City.

PUBLICATIONS: Leaflets on various subjects; Annual Report.
OFFICERS: President, Guy C Lee.
Secretary, Hildegarde H. Langsdorf, 172 W. High St, Carlisle, Pa.

NATIONAL SOCIETY FOR THE PROMOTION OF INDUSTRIAL EDUCATION. Established: 1906.
ANNUAL MEETING: At Minneapolis Minn.
OFFICERS. President, William C. Redfield.
Secretary, C. A. Prosser, 140 W. 42d St, N Y. City

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Established: 1892.
PURPOSE: To promote the investigation and discussion of educational questions
ANNUAL MEETING. Feb 21–26, 1916, at Detroit, Mich. (with Dept of Superintendence of N. E A.).
PUBLICATIONS: Semi-annual Year Books.
OFFICERS: President, J. R. Condon
Secretary, G. M. Whipple, Univ. of Ill, Urbana, Ill.

THE NATIONAL SPEECH ARTS ASSOCIATION. Established: 1891
PURPOSE: Promulgation of correct oral English
ANNUAL MEETING: June 28–July 3, 1915, at San Francisco, Cal.
PUBLICATIONS: Year Book; Directory.
OFFICERS: President, George C. Williams.
Secretary, Miss Grace E. Makepeace, 1019 Starkweather Ave., Cleveland, Ohio.

NEW ENGLAND ASSOCIATION OF CHEMISTRY TEACHERS. Established: 1898.
PURPOSE: To promote efficiency in the teaching of chemistry.
ANNUAL MEETING: November or December.
PUBLICATIONS: Reports of three regular meetings each year.
OFFICERS: President, Wilhelm Segerblom.
Secretary, John B. Merrill, East Boston High School, East Boston, Mass.

NEW ENGLAND ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. Established: 1884.
PURPOSE: The advancement of the cause of liberal education by the promotion of interests common to colleges and secondary schools.
ANNUAL MEETING: October, 1915.
PUBLICATIONS: Education.
PROCEEDINGS: Published in Education.
OFFICERS: President, Mary E. Woolley.
Secretary, Walter Ballou Jacobs, Brown Univ., Providence, R.I.

NEW ENGLAND ASSOCIATION OF COLLEGE TEACHERS OF EDUCATION. Established. 1905.

PURPOSE: To unite college teachers of education in New England for the discussion of their professional problems.

ANNUAL MEETING: October, 1915, with N. E. As.

OFFICERS: President, Raymond McFarland.
Secretary, Prof. C. C. Kohl, Mt. Holyoke College, South Hadley, Mass.

NEW ENGLAND ASSOCIATION OF TEACHERS OF ENGLISH. Established: 1901.

PURPOSE: To advance the study and teaching of the English language and literature.

ANNUAL MEETING: March, 1916, at Boston, Mass.

PUBLICATIONS: The English Leaflet (monthly).

PROCEEDINGS: Papers and Addresses.

OFFICERS: President, George H. Browne.
Secretary, Frank W. C. Hersey, Harvard Univ., Cambridge, Mass.

NEW ENGLAND CLASSICAL ASSOCIATION. Established: 1906.

PURPOSE: To promote the interests of classical studies.

ANNUAL MEETING: April, 1916.

PUBLICATIONS: Annual Bulletin (co-operates in publication of Classical Journal).

OFFICERS: President, Miss Alice Walton.
Secretary, George E. Howes, Williamstown, Mass.

NEW ENGLAND HISTORY TEACHERS' ASSOCIATION. Established: 1897.

PURPOSE: The advancement of the study of history, government, and economics, by the discussion and dissemination of ideas, and by the promotion of social relations among the teachers of these subjects.

SEMI-ANNUAL MEETING: October and April.

PUBLICATIONS: Annual Report; outlines, catalogues, syllabuses, etc.

OFFICERS: President, Sydney B. Fay.
Secretary, Walter H. Cushing, South Framingham, Mass.

NEW ENGLAND MODERN LANGUAGE ASSOCIATION. Established: 1903.

PURPOSE: To establish closer relations between secondary schools and colleges.

ANNUAL MEETING: Second Saturday of May.

PUBLICATIONS: The Modern Language Bulletin.

OFFICERS: President, Kenneth McKenzie.
Secretary, Bertha Vogel, South Boston High School, South Boston, Mass.

NORTH CENTRAL ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS. Established: 1895.
PURPOSE. To establish closer relations between the colleges.
PUBLICATIONS: Proceedings of annual meetings
OFFICERS: President, Fred N Scott.
Secretary, Thomas A. Clark, Univ. of Ill, Urbana, Ill.

NORTHEASTERN ASSOCIATION OF SCIENCE AND MATHEMATICS TEACHERS.
OFFICERS: President, A W. Vawberg.
Secretary, Miss J. C Bennett, East High School, Cleveland, Ohio.

NORTHWESTERN ASSOCIATION OF HISTORY, GOVERNMENT, AND ECONOMICS TEACHERS.
OFFICERS: President, C. A. Sprague.
Secretary, T. O. Ramsay, North Central High School, Spokane, Wash.

ONTARIO EDUCATIONAL ASSOCIATION. Established: 1861.
PURPOSE: To elevate the character and advance the interests of the profession of teaching, and to promote the cause of education in Ontario.
ANNUAL MEETING: April, 1916.
PUBLICATIONS: Annual Report of Proceedings.
OFFICERS: President, W. J. Summerby.
Secretary, Robert W. Doan, 216 Carlton St., Toronto, Can.

RELIGIOUS EDUCATION ASSOCIATION. Established: 1903.
PURPOSE: Promotion of moral and religious training in existing educational agencies, in homes, and through the press.
ANNUAL MEETING: March 3–7, 1915, at Buffalo, N.Y.
PUBLICATIONS: Religious Education.
PROCEEDINGS: Published in Religious Education.
OFFICERS: President, George B. Stewart.
Secretary, Henry F. Cope, 332 S. Michigan Ave., Chicago, Ill.

SOUTHERN BAPTIST EDUCATION ASSOCIATION.
PURPOSE To unify Southern Baptist sentiment and conviction on the subject of denominational education. By mutual help to seek to standardize and to increase the efficiency of all our schools.
ANNUAL MEETING: Jan. 29–31, 1915, at Nashville, Tenn.
PUBLICATIONS: Proceedings of mid-winter conferences.
OFFICERS: President, Dr. J. L. Kesler.
Secretary, J. Henry Burnett, Murfreesboro, Tenn.

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American Educational Co., 431 S. Dearborn St., Chicago, Ill.
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AMERICAN JOURNAL OF EDUCATION (monthly, exc. Jul., Aug.).
S. Y. Gillan & Co., 141 Wisconsin St., Milwaukee, Wis.
Established: 1867. Edited by S Y. Gillan. Size: 7 x 10. Number of pages: 50. $1.00 per year.

AMERICAN PHYSICAL EDUCATION REVIEW (monthly, except Jul., Aug. and Sept.).
American Physical Education Association, 93 Westford Ave., Springfield, Mass.
Established: 1896. Edited by James H. McCurdy, M.D. Size: 4 x 7. Number of pages: 90. $3.00 per year. Circulation: 1,400.

ATLANTIC EDUCATIONAL JOURNAL (monthly, exc. Jul., Aug).
Warwick & York, 19 W. Saratoga St., Baltimore, Md.
Established: 1905. Edited by H. E. Buchholz. Size: 7 x 10. Number of pages: 40. $1.00 per year. Circulation: 11,260.

CANADIAN TEACHER (semi-monthly, except Jul. and Aug.).
Educational Pub. Co., 36 Shuter St., Toronto, Ont., Canada.
Established: 1897. Size: 5½ x 8. $1.25 per year.

CLASSICAL JOURNAL (monthly, except Jul., Aug., and Sept.).
University of Chicago Press, Chicago, Ill.
Established: 1905. Size: 4½ x 6½. $1.50 per year.

EDUCATION (monthly, except Jul. and Aug.).
The Palmer Co., 120 Boylston St., Boston, Mass.
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EDUCATIONAL FOUNDATIONS (monthly, exc. Jul. and Aug.).
Educational Magazine Pub. Co., 31 E. 27th St., N.Y. City.
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Educational Review Pub. Co., Columbia Univ., N.Y. City.
Established: 1891. Edited by Nicholas Murray Butler. Size: 4 x 7. Number of pages: 115. $3.00 per year. Circulation: 1,700.
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ENGLISH JOURNAL (monthly, except Jul and Aug.).
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Established: 1912. Edited by James Fleming Hosic. Size: 4 x 6½. Number of pages. 72. $2 50 per year. Circulation: 3,300.
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HISTORY TEACHERS MAGAZINE (monthly, exc. Jul., Aug.).
McKinley Publishing Co., 5805 Germantown Ave., Philadelphia, Pa.
Est. 1909. Size: 6½ x 9. $1.00 per year. Circ. 3,200.

JOURNAL OF EDUCATION (weekly).
New England Publishing Co., 6 Beacon St., Boston, Mass.
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Journal of Geography Publishing Co., Madison, Wis.
Est. 1900. Edited by R. H. Whitbeck. $1.00 per year.

THE KINDERGARTEN REVIEW (monthly, exc. Jul. and Aug.).
Milton Bradley Co., Springfield, Mass.
Established: 1860. Edited by May Murray. Size: 4¾ x 7½. Number of pages: 75. $1.25 per year.

MANUAL TRAINING MAGAZINE (bi-monthly).
Manual Arts Press, Peoria, Ill.
Established: 1899. Edited by Chas. A. Bennett. Size: 4½ x 6¾. $1.50 per year.

MATHEMATICS TEACHERS (monthly).
Association of Teachers of Mathematics for the Middle States and Maryland, publishers, Syracuse, N.Y.
Established: 1906. Edited by W. H. Metzler. Size: 4 x 6¾. $1.00 per year.

POPULAR EDUCATOR (monthly, except Jul. and Aug.).
Popular Educator Co , 50 Bromfield St., Boston, Mass.
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SCHOOL ARTS MAGAZINE (monthly, except Jul. and Aug.).
School Arts Publishing Co., 120 Boylston St., Boston, Mass.
Established: 1900. Edited by Henry Turner Bailey. Size: 5 x 7½. Number of pages: 100. $2.00 per year. Circulation: 12,400.
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The Public School Publishing Co , Bloomington, Ill.
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SCHOOL PROGRESS (monthly).
School Progress League, Inc., 612–14 Chestnut St , Phila.,Pa.
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University of Chicago Press, Chicago, Ill
Established: 1893. Edited by R. L Lyman. Size: 6½ x 4¼. Number of pages: 80. $1.50 per year.

SCHOOL AND SOCIETY (weekly).
The Science Press, Sub-station 84, N.Y. City.
Established: 1915 Edited by J. McKenn Cattell. Size: 5½ x 8. Number of pages: 36. $3.00 per year.
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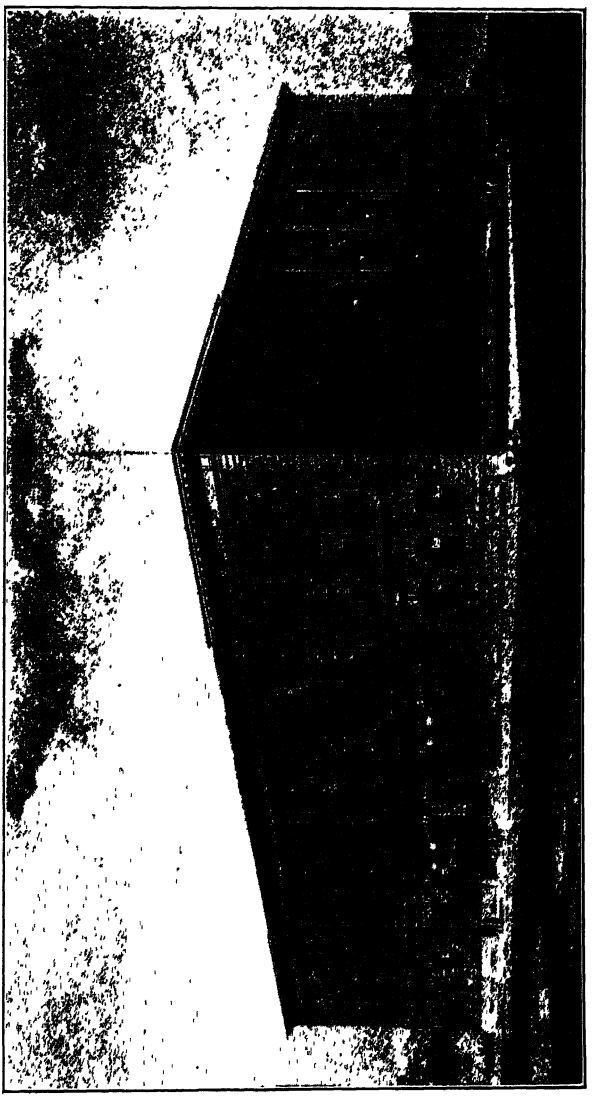
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TENACRE. For young girls from twelve to fifteen years of age. A beautiful country estate, with two large, perfectly equipped, modern homes, provides accommodations for thirty pupils. The course of study extends through two years and prepares for College Preparatory Course or General Course at Dana Hall; instruction under highest talent; fine gymnasium, outdoor sports, and horseback riding under trained teachers, etc. At Tenacre individual needs of pupils are carefully met. The school is about ten minutes' walk from Dana Hall and the surroundings are noted for their beauty.

DANA HALL. The scope of this well-known school includes not only a College Preparatory Course, but a well-selected General Course for students who do not desire to enter college. Dana Hall represents thorough scholarship, general culture, and the many advantages of a large, highly organized school. Its graduates are admitted without examination to all the leading colleges for women that accept students by certificate. The school possesses the advantages of both country and city life. Gymnasium work in a large and thoroughly equipped building and field sports, are in charge of competent physical directors. Under proper chaperonage the students enjoy the rare opportunities which Boston offers in music and art.

PINE MANOR is the Post-graduate Department of Dana Hall, established in 1911 for students who desire to take up advanced courses of study. Graduates of high schools find here a congenial and stimulating environment.

The town of Wellesley stands first in the official health records of the State.



CAMPUS OF WILLISTON SEMINARY, LOOKING NORTH. LEFT TO RIGHT: THE GYMNASIUM, NORTH HALL, SCIENCE HALL, THE CHAPEL

WILLISTON SEMINARY, Easthampton, Mass.

Rev. JOSEPH H. SAWYER, L.H.D., Principal.

An endowed New England Academy for boys and young men. During the last decade pupils from this school have been enrolled in thirty or more universities, colleges, technical and engineering schools.

An old-established New England school in the "College County" of Massachusetts, eighteen miles north of Springfield, near the western base of Mt Tom.

Williston in its history has enrolled ten thousand boys and young men, and its alumni have been represented in Congress, in the federal and state courts, as governors, and as presidents and professors of colleges

Easthampton is a healthful village surrounded by open country. In this garden spot of Massachusetts, literary and educational institutions are thickly clustered. Smith and Amherst Colleges are respectively four and eleven miles north.

Fully and generously equipped, especially in Science, to which prominence is given. The Laboratories of Chemistry, Biology, Physics, and Astronomy provide facilities for thorough instruction in the Sciences

The school's gymnasium and playing fields furnish ample provision for physical exercise. The school ranks high in both indoor and outdoor athletics.

Funds are available to aid needy and deserving pupils.



BERKSHIRE SCHOOL IS SET IN A MARVELOUS AMPHITHEATER BACKED BY THE WOODED MT. EVERETT. FROM LEFT TO RIGHT: GYMNASIUM, SPURR HOUSE, GLENNY HOUSE, ALLEN HOUSE, INFIRMARY, MASTER'S COTTAGE

BERKSHIRE SCHOOL, Sheffield, Mass.

SEAVER B. BUCK, A.B., Head Master.

The School Estate of three hundred and fifty acres lies at an elevation of nine hundred feet on the eastern slope of Mt. Everett, four miles from Sheffield, in the southwestern corner of Massachusetts.

The School Buildings overlook the beautiful valley of the Housatonic and include:—

Glenny House, the Dormitory for the Younger Boys, connected with the house of the Head Master.

Spurr House for the boys of the Fourth and Fifth Grades

Allen House, completed in 1911, and containing the School-room and Class-rooms, the Library, the Chapel, and the Senior Corridor.

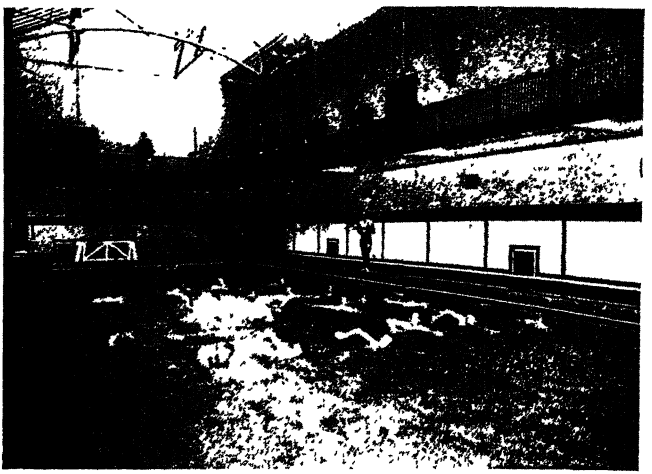
The Hospital, completed December, 1912, with accommodations for fourteen patients.

The water supply is from private reservoirs on the mountain above the School.

The Six-year Course of Study is designed not only to fit boys for college, but to enable them to anticipate several courses of college work, if they desire to do so.

Study hours are considered of first importance and are directed with particular care. Failures in recitation are made up daily under the direction of the master who teaches the subject.

There are the usual opportunities for open-air exercise, apart from the organized school athletics.



THE POOL

THE HUNTINGTON SCHOOL, 316 Huntington Ave., Boston.

FRANK PALMER SPEARE, M.H., Director.

IRA A. FLINNER, A.M., Head Master.

The best equipped and most comprehensive Private Day School in New England. Twenty-five masters give their whole time to the three hundred boys.

The curriculum provides careful and thorough preparation for all colleges and technical schools, and the school has the privilege of entrance by certificate to all colleges using the certificate system. Business and technical courses are also provided.

Great care is exercised in the selection both of teachers and of pupils. In order to guarantee a flexible curriculum and the increased efficiency of individual instruction, the work is carried on in small classes, with all day supervision of the students. Every boy participates in some form of physical exercise under the direction of ten teacher coaches.

The equipment includes thirty well-ventilated class rooms, five scientific laboratories, a woodworking shop, electrical laboratory, and a complete gymnasium with basketball courts, swimming pool, etc. Although located in the heart of the Back Bay section of Boston, there is ample opportunity for outdoor exercise as a twenty-acre athletic field adjoins the building.

For illustrated catalog, write or telephone Back Bay 4400.



THE OUTSIDE OF A HORSE IS GOOD FOR THE INSIDE OF A BOY

WINNISQUAM CAMP, Lake Champlain, Vermont.

IRA A. FLINNER, } Directors, The Huntington
WILLIAM S. SPENCER, } School, Boston.

The Camp lies twelve miles north of Burlington on a well-wooded farm of seventy-five acres bordering for a mile on shore of Lake Champlain.

Winnisquam gives its boys a happy summer full of invigorating sport. The Directors, assisted by experienced councilors, are in closest touch with each boy. The camp physician constantly watches over the physical welfare of each individual and regulates his program of play and training.

The Lodge, overlooking the bay, has a wide veranda on three sides. On the first floor is a great living-room and the office of the physician. Above are rooms for Study and Tutoring

The Dining Hall occupies the ground floor of a two-and-a-half-story building especially erected for the purpose, with sleeping rooms above.

Adjoining is a Cold Storage Building and on the beach a Bath-house. The table is supplied with fresh milk, butter, eggs, and vegetables from neighboring farms.

The ten-acre Athletic Field has two baseball diamonds, three tennis courts, a basket-ball court, and a running track. The equipment includes swimming floats for water baseball and diving, a motor boat, rowboats, and canoes.

The camp activities include Fishing, Horseback Riding, Photographing, and Mountain Climbing. Tutoring and music lessons can be arranged if desired. Send for catalog.



THE BUNGALOW AND A PART OF THE ATHLETIC FIELD

SARGENT CAMP FOR GIRLS.

DR. DUDLEY A. SARGENT, President.

"Men are what their mothers made them."—*Emerson.*

The Sargent Camp is established for the purpose of affording growing girls an opportunity to enjoy the benefits of healthful activities under the most helpful influences, careful supervision, expert instruction, and the best sanatory environment.

The mental and moral as well as the physical advantages of games and athletic sports are acknowledged by all educators.

The hygienic aim of the Camp is attained by a system in which physical examination, diet, and watchful daily supervision each plays its part.

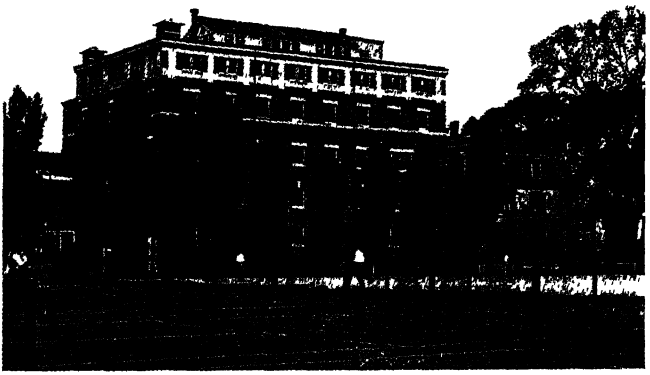
The camp property embraces two hundred and fifty acres, on Half Moon Lake, in Southern New Hampshire, including a level athletic field of about thirty acres The staff comprises directors, camp mothers, expert instructors, and councilors.

In addition to a great variety of games and gymnastics, special attention is given to Swimming, Hiking and Canoe Trips, Horseback Riding, Nature Study, Music, and Dramatics. Tutoring in school and college work is also provided if desired.

The Bungalow, in rustic style, is the principal building, containing a large dining room, reading and writing rooms, etc The Lodges are permanent dormitory buildings and board floor army tents are also provided as sleeping quarters.

The Camp is for girls between the ages of twelve and twenty-four. The session of 1915 opens July 6 and closes September 3.

Catalog will be sent on application to Secretary, Sargent Camp, 8 Everett Street, Cambridge, Mass.



THE HOME OF THE SARGENT SCHOOL, OVERLOOKING JARVIS FIELD

THE SARGENT SCHOOL FOR PHYSICAL EDUCATION, Cambridge, Mass.

DR. DUDLEY A. SARGENT, President.

Established by Dr. Sargent in 1881, the school has always stood for the physical, mental, and moral development of women.

The combination of an elaborate and adequately equipped plant with a large staff of men and women teachers who are experts in their several lines makes the school eminently qualified to give a broad and thorough course in the theory and practice of physical training.

The School has three departments: the Normal, the General (Recreative), the Remedial.

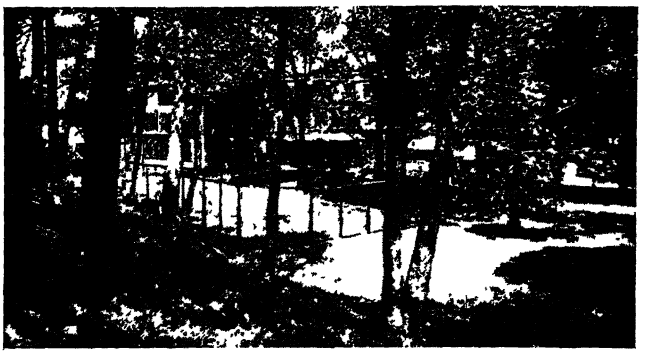
The Normal prepares high school graduates and others of equivalent standing to be teachers of physical training. College and Normal school students are admitted in advanced standing when able to present satisfactory credits in required subjects. The course consists in three years' study in Cambridge and four months at the School Camp during the Junes and Septembers following the first two years in Cambridge.

The Remedial, which offers specially prescribed exercises, under personal supervision, is for those in need of corrective and special treatment.

The General provides prescribed physical work and elective intellectual studies, preparing for healthy womanhood.

The School Dormitories are each in charge of a matron and under the direct supervision of the Dormitory Committee.

Catalog will be sent on application.



THE SCHOOL FROM ACROSS THE TENNIS COURTS

THE CURTIS SCHOOL FOR YOUNG BOYS,
Brookfield Center, Conn.

FREDERICK S. CURTIS, Principal.
GERALD B. CURTIS, Assistant Principal.

A School for thirty boys from eight to sixteen, in a country village at an elevation of five hundred feet. Fifty acres and complete equipment. Forty years of growth under its founder, giving unusual experience and skill in training boys. A democratic school with a clean undercurrent. Write for booklet.

THE UNIVERSITY SCHOOL,
15 College Street, New Haven, Conn.

GEORGE L. FOX, Principal.

A School for the thorough training of boys for college. Not a cramming school with a diet of examination papers.

Habits of concentrated, faithful study are so established that boys learn to work with their minds. The results of this intensive method appear in the fact that the text on Plane and Solid Geometry is covered four times in one year, in addition to much original work; in Modern Languages at least 300 pages, octavo size, are read with preparation during the year, in addition to sight reading.

The foundation thus laid is so solid that the students not only pass their entrance examinations but maintain a good standing afterwards.

The pupils live in a dormitory under careful supervision, as the school recognizes its obligation to parents for the moral as well as for the intellectual welfare of their sons.

The terms include the full school year, with review after April 1st, and a summer session during August and September.



THE JUNE FÊTE OF THE SENIOR DEPARTMENT

HILLSIDE, A SCHOOL FOR GIRLS, Norwalk, Conn.

MISS MARGARET R. BRENDLINGER, A.B., Vassar, Principal.

MISS VIDA HUNT FRANCIS, B.L., Smith, Associate.

The School is delightfully located on a hill in the picturesque New England town of Norwalk, on Long Island Sound, within little more than an hour's ride from New York City.

The four acres of grounds although only ten minutes' walk from the business center of Norwalk are retired in location and afford excellent opportunities for all kinds of outdoor sports under direction of instructors.

There are three buildings with a separate house for intermediate girls. The spacious Homestead is admirably adapted to the home life of the school. A separate School Building, erected in 1912, contains a study hall, assembly room, office, and class rooms. A new gymnasium will be ready for use in September, 1915.

Special attention is given to home life and general well-being of the girls. Classes are small to allow of individual work.

College Preparatory, General, and Special Courses are given. Certificates to Vassar, Wellesley, Smith, Mt. Holyoke. Unusual opportunity is given for Vocal and Piano Instruction. Class Lessons in Singing and Drawing included in tuition.

Circular upon request.



THE SCHOOL BUILDING STANDS IN THE EXTENSIVE GROUNDS

CATHEDRAL SCHOOL OF ST. MARY,
Garden City, Long Island, N.Y.

MISS MIRIAM A. BYTEL, A.B. (Radcliffe), Principal.

A School for Girls Nineteen miles from New York City. College Preparatory and General Courses. Music, Art, and Domestic Science Catalog on request.

THE FANNIE A. SMITH FROEBEL KINDERGARTEN TRAINING SCHOOL,
863 Lafayette Street, Bridgeport, Conn.

One of the oldest established Kindergarten Training Schools, delightfully located in a quiet, exclusive street

Bridgeport being but fifty-five miles from New York, students may attend lectures and visit kindergartens in that city and return the same day.

By limiting our number we are able to give each student who comes to us that individual care and attention which results in thoroughly competent teachers, able to hold positions of responsibility and honor.

A special course in Connecting Work and Primary Methods is arranged for those students who also wish to prepare themselves for work in the grades.

A strong Alumnæ Association is connected with the school with members in active kindergarten work in all parts of the country.



A SOCCER GROUP ON A DECEMBER AFTERNOON AT RIVERDALE COUNTRY SCHOOL. EVERYBODY PLAYS, BOYS AND MASTERS TOGETHER

RIVERDALE COUNTRY SCHOOL,

Riverdale-on-Hudson, New York City.

FRANK S. HACKETT, A.B., Head Master.

The School combines the advantages of the best day and boarding schools. It is located so near the residential sections of New York that boys may reach the School within forty minutes by Broadway Subway, or by the school autobus.

The fourteen and a half acres of school grounds lie in beautiful and rugged open country. The inspiring view embraces the Palisades to the west and the Van Cortlandt Valley to the east. The spacious playgrounds of Van Cortlandt Park are at the command of Riverdale boys.

A new building designed by McKim, Mead & White to cost $100,000 is expected to be ready in 1916.

The School covers work from the usual fourth grade of the grammar school through college preparation. Catalog S will be forwarded promptly upon request.



THE ADIRONDACK HOME OF THE SCHOOL

THE ADIRONDACK–FLORIDA SCHOOL.

L. H. SOMERS, B.A., Head Master.

Founded by Paul C. Ransom in 1903.

The School gives boys an opportunity to pursue continuously a course of study in preparation for college under the same masters throughout the school year and at the same time to benefit from an outdoor life during the entire period under most favorable climatic conditions.

It is a small school, to which boys are admitted only after personal acquaintance, or such recommendation as will insure their being congenial members of the School.

Meenahga Lodge, Rainbow Lake, Franklin County, N.Y., in the Adirondacks, is the home of the School during the fall and spring terms. Pine Knot Camp, Cocoanut Grove, Dade County, Fla., is the winter home. These two school plants have schoolhouses, recitation buildings, dwelling houses with their furnishings, and complete equipment for the enjoyment of the outdoor life of their climates

In outdoor life, opportunities are offered in recreation hours for Camping, Fishing, Hunting, Canoeing, Cruising, Sailing, and Swimming under the direction of experienced and responsible instructors.

From April 15 to January 1, address Meenahga Lodge, Saranac Lake, N.Y.



A GENERAL VIEW OF THE SCHOOL, LOOKING TOWARD THE LAKE

MACKENZIE SCHOOL, Monroe, Orange Co., N.Y.

JAMES CAMERON MACKENZIE, Ph.D., Director.

ALEXANDER MACKENZIE, A.B., Head Master.

The School is on Lake Walton in the upper Ramapo region of Orange County, New York, forty-eight miles from New York City.

The school site, two and a half miles from the village of Monroe, is on a plateau, nine hundred feet above tide-water. The grounds of one hundred acres border the lake and are admirably adapted to all the various athletic games, including golf and rowing.

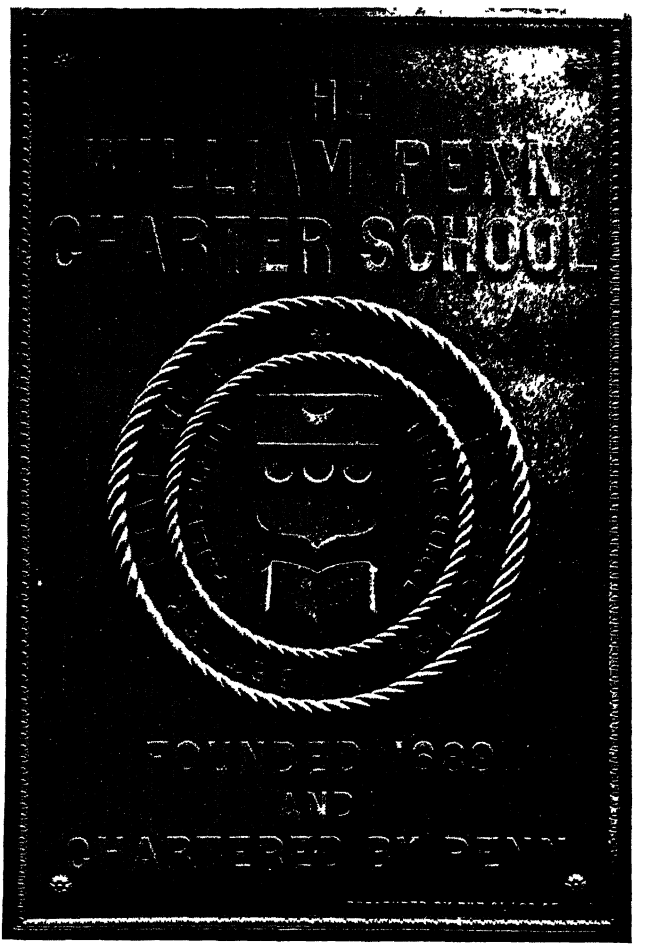
The buildings comprise a Central Hall, the Junior School, an Infirmary, a Field House, three departmental recitation cottages, a gymnasium, a baseball cage (used also for basket-ball), a "Tuck Shop," and a group of cottages,—all erected in 1910, or subsequently.

The Lower School admits boys as young as nine years. The Lower and Junior Schools are quite apart from the Upper School. The Upper School prepares boys for all colleges, universities, and technical schools.

The examinations of Princeton, Yale, Harvard, and the College Entrance Board are held at the School in June. West Point and colleges that accept school certificates in place of examination accept the certificates of this school.

Physical Training, Manual Training, and Instruction in Music are especially provided for.

The annual fee for board, room, and tuition is $700 or $800, according to the size and location of the room.



THE WILLIAM PENN CHARTER SCHOOL,
Philadelphia, Pa.

RICHARD MOTT JONES, A.B., A.M., LL.D.,
Head Master.



THE SCHOOL BUILDING SURROUNDED BY LAWNS AND PARK-LIKE GROUNDS

THE HAVERFORD SCHOOL, Haverford, Pa.

EDWIN M. WILSON, A.M., Head Master.

A Boarding School for Boys, nine miles west of Philadelphia, on the main line of the Pennsylvania Railroad. Haverford is an exclusively residential suburb and educational center. Haverford College is less than a fourth of a mile from the School, and Bryn Mawr College only a mile distant.

While the School aims at thorough training it is distinctively a college preparatory school, and practically all its graduates enter college. They have had remarkable success in passing the admission examinations, and in maintaining high standing in the leading colleges and universities.

The teaching staff is of specialists chosen for their skill in teaching and force of character

The class-room instruction is in small groups and is supplemented by individual supervision for those who require it.

The system of discipline, sensibly but firmly administered, insures high standards of scholarship and conduct and the fullest possible development of manliness and self-restraint.

Athletic exercises and sports are carefully supervised and there are separate playing fields for boys of different ages. Each boy has ample facilities for indoor as well as outdoor recreation.

The result of the above systematic organization, viewed as a whole, is a carefully selected, well graded student body, working almost as a unit toward a definite goal.

Further details and information will be forwarded on application.

THE GILMAN COUNTRY SCHOOL,
Roland Park, Md.

FRANK W. PINE, M.A., Head Master.

The Gilman Country School was founded in 1897 by Judge William A. Fisher, President Daniel Coit Gilman, Hon. Charles J. Bonaparte, and other prominent citizens of Baltimore, as the first country day school in America. In 1910 the School was removed to its present spacious grounds, comprising seventy acres of finely developed playing fields, lawns, and woodland, located in Roland Park. The new building and equipment form one of the most complete school plants in the United States.

The Boarding Department of the School appeals because of the mild winter climate, which permits out-of-doors athletics during the entire season; because of its location between the North and the South, which is conducive to a broadening atmosphere; because the School is conveniently situated, Baltimore being the nearest coast city to Chicago and the West; because the School has the unusual advantage of a beautiful country environment combined with opportunities to enjoy under strict supervision the best in music, art, and the drama, afforded by proximity to Baltimore; and because the School includes only a limited number of boarding pupils, who must be of high character, and who live in the School home with the Head Master and his family. The School prepares for all the leading colleges.

THE PRINCETON SUMMER SCHOOL,
15 University Pl., Princeton, N.J.

C. R. MOREY, Head Master.

The Oldest Summer School in Princeton opens its Twenty-fourth Season, July 12, 1915.

The School prepares especially for the September entrance and conditional examinations for Princeton.

In its career the School has successfully prepared 1500 boys for college examinations.

Last season, of the fifty boys successfully prepared for entrance to Princeton, one came to the School with *twelve* conditions (out of the thirteen subjects required for entrance to Princeton), another with *ten*, three with *eight*, five with *seven*, and about twenty-five were conditioned in either *five* or *six* subjects.

The Head Master, an Assistant Professor in Princeton University, is assisted by a regular staff of eight experienced tutors.

There will be no change in the staff of the School this season.

Write for information, or telephone Princeton 256.



THE MAIN BUILDING

ST. LUKE'S SCHOOL, Wayne, Pa.

CHARLES HENRY STROUT, M.A., Head Master.

The School lies on the slope of the Radnor Hills about a mile north of Wayne in beautiful open country. Wayne is on the main line of the Pennsylvania Railroad, about fourteen miles from Philadelphia, at an elevation of five hundred feet.

The grounds of nearly thirty acres contain seven acres of woodland, baseball and football fields, a quarter mile cinder track, tennis courts, and facilities for all outdoor games.

The Main Building, Colonial in style, is of three stories. The "Common Room," with its great fireplace, is adjoined by the music room. The well-lighted school and recitation rooms are on the first floor. The two upper stories contain the sleeping rooms, lavatories, and baths.

Crawford House is a dormitory for older boys with its own living room.

The gymnasium, near the main building, has a tiled swimming-pool, large locker rooms, shower baths, and complete gymnastic equipment.

The aim of St. Luke's is to give each boy careful attention and to bring out the best in him; to surround him with refining influences; to fill his time with healthful pursuits; to stimulate his desire to excel in studies and sports.

The Lower and Upper Schools are each of three forms, providing a six-year course thoroughly preparing a boy to enter any college or university, Annapolis, or West Point.

Beautifully illustrated catalog will be sent on request.

WESTBROOK SEMINARY,
Portland, Me.

CLARENCE P. QUIMBY, A.B., President.

A Country School twenty minutes ride from the center of Portland.

A new administration took charge of the school in 1914 The equipment is fully adequate for thorough-going work in all branches of study.

The Science Department is especially strong and the laboratories are completely furnished

The Courses which are offered are: a four-year college preparatory and academic course; two-year courses in business, music, and domestic science; a two-year graduate course for young women. Ten Scholarships

Athletics are regarded as a means and not an end. The various sports, Football, Baseball, Tennis, Track Work, etc, are carried on under the careful supervision of trained instructors.

A Maine School for Boys and Girls of the Whole Country.

EMERSON COLLEGE OF ORATORY,
Huntington Chambers, Boston, Mass.

HENRY LAWRENCE SOUTHWICK, President.
HARRY SEYMOUR ROSS, Dean.

A School with a national reputation.

It has a larger number of teachers and students than any similar institution in the United States.

The students come from forty states, as well as from foreign countries

In one year seventy teachers were placed in colleges, normal and high schools, academies, and seminaries.

The demand exceeds the supply of those who hold academic degrees There is an increasing call for its graduates in platform and entertainment work.

Courses in Literature, Oratory, Public Speaking, Debate, Dramatic Art, Story Telling, Pedagogy, Physical Culture, Voice Building.

Send for catalog.



THE MAIN BUILDING, OF MODERN CONSTRUCTION, STANDS IN SPACIOUS GROUNDS

FRANKLIN AND MARSHALL ACADEMY,

Lancaster, Pa.

T. G. HELM, A.M.
E. M. HARTMAN, A.M. } Principals.

A College Preparatory School for Boys which, in the words of the Founders, aims to be "in the best and highest sense, a training school for boys who desire to go to college, and also to furnish a complete academical course for those who do not purpose taking a full collegiate course of study."

The Academy is situated in one of the garden spots of the United States, adjoining Franklin and Marshall College, on the west side of Lancaster, one and a half hours west of Philadelphia.

The Academy, though under the same Board of Trustees as the College, has its own buildings, grounds, and faculty. The College Library of 55,000 volumes is free to the students.

The Main Building contains a large chapel, a general living room, a game room, a cheerful dining room, offices, and recitation rooms, with dormitories above. East Hall, a three-story brick building one hundred yards distant, contains laboratories, recitation rooms, and on its two upper floors rooms for students and teachers.

At the west end of the campus is the athletic field providing for all outdoor sports. The gymnasium in the basement of the Main Building is thoroughly equipped

Academy boys prepared under the present management have graduated first in their respective classes, or with high rank, from Franklin and Marshall College, Dickinson, Lafayette, Lehigh, State, Cornell, Princeton, Columbia, West Point, Yale, Massachusetts Institute of Technology, and other institutions.

Terms moderate. Illustrated catalog on request.



A CLASS IN SURVEYING

KENTUCKY MILITARY INSTITUTE, Inc., Lyndon, Ky.

Col. C. W. FOWLER, Superintendent.

The School with a Winter Home in Florida. Founded in 1845, the school was chartered two years later. Its first winter migration to Florida was undertaken in January, 1906, and has since been continued each year.

The boys come from nearly every state in the Union. The school has the largest percentage of northern boys of any military school in the South. There are about an equal number of boys from the North and South. Two-thirds of the faculty are graduates of the best eastern colleges.

The Thomas A. Edison Science Building, recently completed, has the most modern equipment for shop work, and chemical and physical laboratories.

The school accomplishes all that can be expected from any first-class preparatory school, and gives the boy a winter of outdoor life in Florida as well. The United States War Department designated the school an "Honor School" in 1914.

Two reels of moving pictures of cadet life in both our Kentucky and Florida homes will be loaned to bona fide prospective patrons on certain conditions.

For full particulars of this interesting and original old school, address Col. C. W. Fowler, Box B, Lyndon, Ky.



LOOKING NORTH FROM WELLS HALL

ST. JOHN'S MILITARY ACADEMY, Delafield, Wis.

The Rev. SIDNEY T. SMYTHE, President.

This great school, famous for the esprit of its students and loyalty of its graduates, has a national patronage, the enrollment during the past ten years extending to every state and territory, as well as to Mexico, Canada, and South America.

The school is an Episcopal School and all students are required to attend the services of the Episcopal Church. Boys from all denominations are in attendance, however, and the annual religious census of the school shows that practically all denominations are represented.

The United States government makes an annual inspection of the school, and it is rated as an "Honor School," the highest government rating. Its standing from the standpoint of scholastic work is equally high, and it is accredited to the North Central Association of Schools and Colleges. It is also the examining center for several of the eastern universities.

St. John's offers courses of study leading to the Classical, Scientific, or Technical Courses of the universities, and also a Commercial Course of exceptional value to those who do not care to go to college.

The attendance is limited to two hundred and twenty-five students, and early application is desirable The terms are $600 per year. For catalog and particulars, address Box 333, Delafield, Waukesha County, Wis.



BROWNELL HALL IS A BUILDING OF SUBSTANTIAL CONSTRUCTION OF STONE, BRICK, AND IRON

BROWNELL HALL, Omaha, Nebraska.

MISS EUPHEMIA JOHNSON (Radcliffe; A.B., Columbia), Principal.

A Boarding and Day School for young women and girls, now in its fifty-first year. Founded in 1863 as a Church School by Bishop Talbot.

The present building dates from 1886, but has recently been thoroughly renovated and new furniture and equipment have been added. Adjoining it is St. Matthias Church which serves as the school chapel.

The gymnasium is of large size with ample room for all indoor games. There is provision on the grounds for all outdoor sports, tennis, basket-ball courts, etc. The infirmary is in charge of a trained nurse.

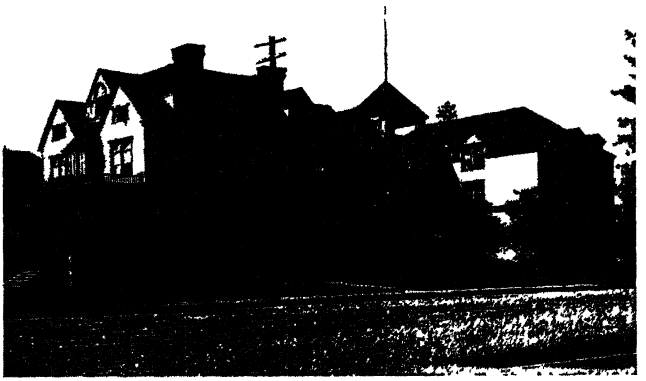
The school prepares for Bryn Mawr and all colleges. It is a member of the North Central Association and has the certificate right to Smith, Wellesley, Vassar, and other colleges.

The faculty of seventeen specialists are graduates of the leading colleges and universities.

The home life is under the supervision of the Dean. A trained nurse and a physical director have the oversight of all matters connected with health.

Exceptional advantages are offered both in music and the household arts. Unusual opportunities are offered for attending lectures and concerts.

For catalog address the Principal.



THE SCHOOL BUILDING IS BEAUTIFULLY SITUATED IN THE BEST RESIDENTIAL PART OF THE CITY

BRUNOT HALL, 2209 Pacific Ave., Spokane, Wash.

Miss JULIA P. BAILEY, Principal.

Brunot Hall is a Church School for Girls accepting both boarding and day pupils. The buildings are homelike and cheerful and the principal aims to make the school a pleasant Christian home where girls may receive a broad and thorough education, fitting them for the highest usefulness in life.

The climate is unsurpassed. Special attention is given to physical culture, and daily physical drill is required. The well-equipped gymnasium is in charge of specially trained instructors There is a fine tennis court on the grounds

There is a Primary, a Preparatory, and an Academic Department, and three courses of study are offered, English, Classical, and College Preparatory.

The Music Department is under foreign-trained instructors. Chorus training is given by the vocal teachers. Languages are taught by native teachers or those trained abroad. The laboratories are especially well equipped and instruction is given in domestic science, sewing, cooking, and household arts.

The faculty is made up of ladies from the best families, all experienced teachers and graduates of leading colleges. The school has certificate privilege to all colleges.

Write for catalog and further information.



THE RESIDENCE AND THE SCHOOL BUILDING

THE SMEAD SCHOOL,
School Pl. and Irving St., Toledo, O.

Miss ROSE ANDERSON, A.B.,
Miss ELSIE GRACE ANDERSON, } Principals.

The Smead School for girls, now in its thirty-first year, is a permanent institution incorporated in 1911.

The school building and the residence adjoining have the advantage of being entirely separate.

The school building has sunny, well lighted and ventilated study and class rooms and laboratories.

The Principals receive a limited number of girls into their home as boarders.

All the work is under the supervision of the Misses Anderson. Attendance at the afternoon study hour is obligatory for advanced pupils.

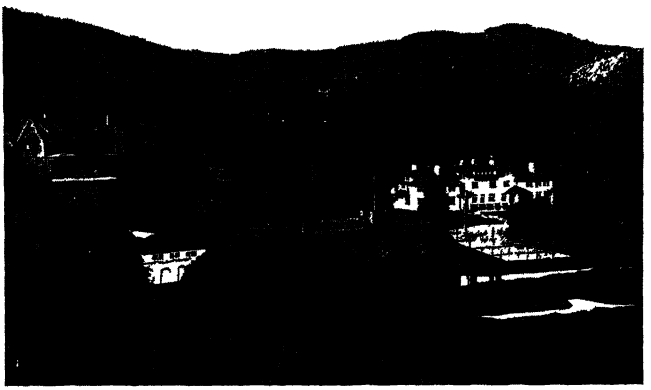
There are four departments,—Montessori, Primary, Intermediate, High School. Boys and girls are admitted to the first three, girls only in the last.

The High School Department offers both Elective and College Preparatory Courses, the latter meeting the requirements of the leading colleges.

The systematic study of music is taught by the Fletcher method. Drawing and painting are emphasized.

The School is a member of the North Central Association of Colleges and Preparatory Schools and is accredited to Vassar, Smith, Mt. Holyoke, Simmons, and Wells Colleges.

Write for the school year book.



VIEW OF A PORTION OF THE SCHOOL BUILDINGS AND GROUNDS

BELMONT SCHOOL, Belmont, Cal.

W. T. REID, A.M. (Harvard), Head Master.
JAMES W. PARK, Amherst (Phi Beta Kappa), Assistant Head Master.

The situation of the School among the foothills, twenty-one miles south of San Francisco, is unexcelled. Probably no school has more attractive grounds. The illustration above shows only a small portion of the grounds and buildings.

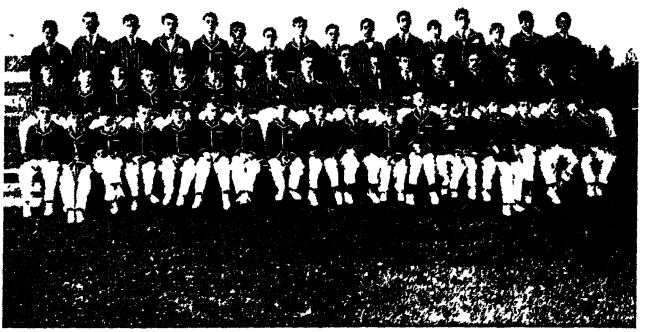
The climate, too, is California's best—never uncomfortably warm, never too cold for out-of-door games, and always invigorating. It is doubtful whether a better place could be found for physical well-being.

A glance at our catalog, a copy of which we shall be glad to send to any one interested, will show that we are successfully meeting the admission requirements of the leading colleges and engineering schools. Our California universities—the University of California and the Leland Stanford, Jr., University—have naturally taken the largest number of our graduates, and Harvard, the Massachusetts Institute of Technology, and Yale follow in the order named.

The school buildings have been planned with full knowledge of requirements based on experience in eastern schools.

School athletics, including swimming in a tank 75 x 32 feet, lined with white glazed porcelain tiles, offer ample let-ups of the best kind from the work of the school room.

We believe that in general morale Belmont ranks well with the best eastern schools.



THE BOYS OF APPLEBY

APPLEBY SCHOOL, Oakville, Ontario, Can.

J. S. H. GUEST, M.A., Cambridge, Head Master.

The School occupies a beautifully wooded estate of ninety acres on the shore of Lake Ontario, one and one-half miles from Oakville, which is midway between Toronto and Hamilton.

The complete equipment is modern and attractive. The school building is of fire-proof brick and reinforced construction It accommodates forty boarders and has class rooms for sixty boys, and contains Masters' Rooms, an Infirmary, and a Dormitory of a new and improved type for the use of twenty of the younger boys.

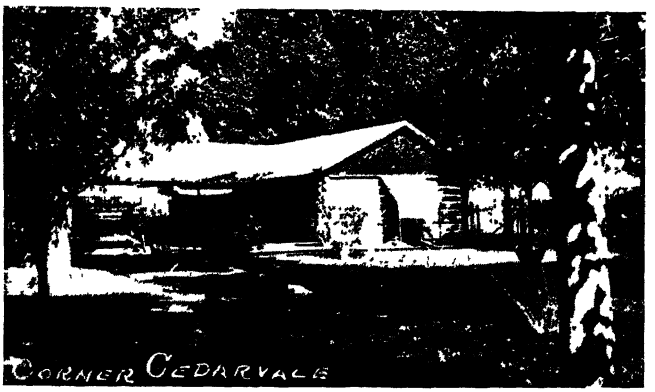
The new Laboratory Building for the study of practical Chemistry and Physics is furnished with the utmost completeness and attention to detail. It contains a balance room and a photographic dark room.

A new Gymnasium and extensive Playing Fields with a small golf course provide for exercise for every boy each afternoon. In season, Boating, Tennis, Riding, Tobogganing, Skiing, Hockey, and the Cadet Corps are among the outdoor activities.

The School Farm provides all the preserved fruits, jams, vegetables, used by the School. The School's own dairy supplies the milk. Every sanitary precaution is taken to insure its purity and healthfulness.

The Course of Study aims at giving a good general education in Latin, Mathematics, English, and Science. These studies must be taken by all boys without exception.

Illustrated Booklet will be sent on application.



IN THE BIG HORN MOUNTAINS OF MONTANA

CEDARVALE RANCH AND CAMPS,
Hillsboro P. O., Montana.

G. WILLIAM BARRY, M.D., Director.

The Ranch lies in a beautiful valley between the Big Horn and the Pryor Mountains, the valley being divided by the canyon of the Big Horn River, whose side walls have a perpendicular height of 1,000 feet.

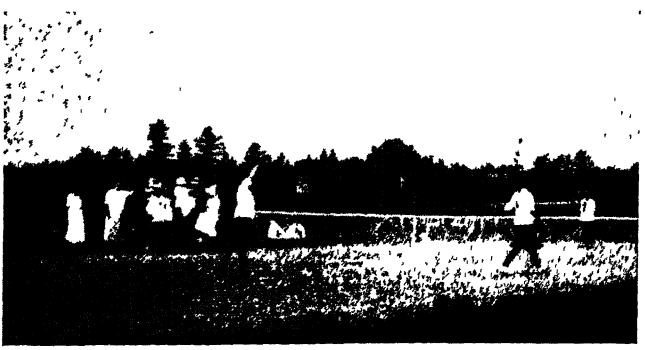
The Ranch is at an elevation of 4,000 feet, sixty-five miles south of Billings, and forty-five miles north of Cowley, the two nearest railroad stations. It is easy of access, reached by fast motor boats in two hours down the river.

It is an ideal spot,—a Sportsman's Paradise,—free from gnats and mosquitoes. In the mountains there is remarkable hunting, blacktail deer, sage hens, blue grouse, etc. The streams abound in trout of large size.

It is a typical stock ranch with all the phases of Western range life The ranch house is a long, rambling, one-story structure, thoroughly modernized and electrically lighted. The table is supplied with the best. A refrigerating plant insures fresh meat at all times

Two fast motor boats are available for trips on the Big Horn River. It is a short trip by motor boat from the Ranch to the Custer battlefield on the Little Big Horn Trips by pack train or wagon outfit are arranged to tour Yellowstone Park, ninety miles to the west.

This is a place where boys may get the real flavor and atmosphere of Western plains life under home conditions, in charge of a trained medical man.



PLAYING TENNIS ON THE KINEOWATHA COURTS

KINEOWATHA CAMP FOR GIRLS, Wilton, Me.

IRVING G. McCOLL, B.L., General Director,
Hotel McAlpin, N.Y. City.

ELISABETH BASS, A.B., Director.

The Councilors include experienced women teachers from public and private schools, a U. S. Army Officer from West Point for riding, and a man who is assistant instructor of swimming at the Brookline (Mass.) gymnasium, for all aquatic sports.

Discriminating parents of young girls, who hesitate to send their daughters to isolated camps where they will be deprived of parental influence, will welcome the Kineowatha plan, which provides for them without the necessity for their entire separation from their families. In the nearby Kineo Family Camps, girls may live with their parents and still enjoy the camp activities.

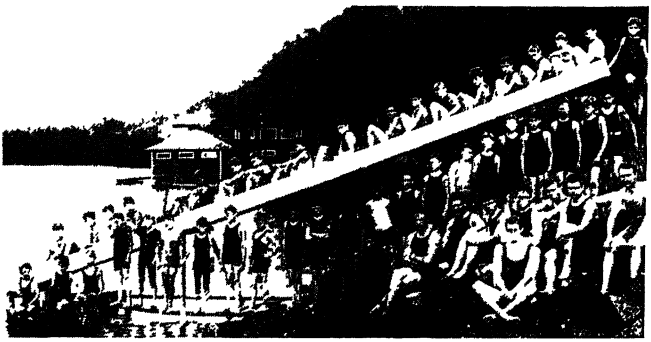
While they transfer the control of their children temporarily to others, they experience a new delight in being able to watch them grow in stature, strength, and wholesome experience, while they may feel little or no responsibility for their safety.

Kineowatha is, however, entirely separate and has all the desirable features of the most isolated camp.

The girls live in attractive little bungalows completely equipped with modern sanitary plumbing, hot and cold running water, electric lights, spring beds, and mattresses.

The daily program provides Horseback Riding under safe and efficient direction of an army officer; Arts and Crafts, including Jewelry making, Basketry, and Leather work, under experienced direction.

Frequent coaching and hiking trips are made to many nearby mountains, which afford sufficient experience in real camping in the open. There are also one-week excursions to Mt. Washington and efficient instruction for every camper in all sports.



"SHOOTING-THE-CHUTE" ON THE LAKE SHORE

KINEO CAMPS FOR BOYS, Harrison, Me.

IRVING G. McCOLL, B.L., Director,
Hotel McAlpin, N.Y. City.

CAMP KINEO, Harrison, Me., is for boys under sixteen, who are classified according to age and development in three separate divisions called "Juniors," "Middlers," and "Seniors."

KINEO JUNIOR, Wilton, Me., for boys from six to twelve who must remain with their families, is conducted in association with the Kineo Family Camps.

KINEO MOUNTAIN CAMP, Glen House, Gorham, N.H., at the foot of Mt. Washington, is for older boys.

The Camp Council, all men of mature judgment and experience, provides one reliable man for each group of three boys. The 1915 Council includes two Graduate Physicians experienced in camp control, two Athletic and Physical Directors of well-known boys' schools, two U. S. Army Officers,—a Captain of the Engineer Corps, and a Lieutenant from the faculty of the U S. Military Academy at West Point,—teachers from well-known public and private schools, besides several other desirable college men.

The Honor System prevails and there is a sympathetic comradeship between men and boys. Individual attention is given to each camper's needs and the serious responsibilities assumed for the moral and physical welfare of the boys are fully realized.

Horseback riding is under the safe and efficient direction of U. S. Army Officers from West Point. Swimming, Canoeing, Boating, and all Water Sports are safeguarded under strict regulations. The Nature Study and Campcraft are of real value; Shop Work, Wood Working, Machine Shop for metal work, Boat and Canoe building are provided for. Instruction for three hours each day is given in something useful and interesting in addition to thorough instruction for every camper in all sports.



THE CAMP STAFF. DIRECTORS AND COUNCILORS

CAMP WYANOKE, Wolfeboro, N.H.

WALTER H. BENTLEY, Director.

The strength of the Camp lies in its efficient staff of trained and mature men. In the photograph above, the lower row from left to right, are—Isaac Goddard, Manual Training Department, East Boston High School; C. Ralph Taylor, Harvard '00, Secretary, Girls' High School, Boston; Charles L. Olds, Jr., Harvard '05, Head Councilor, Cloyne House School, Newport, R.I.; Walter H. Bentley, Director, Recorder Dummer Academy, South Byfield, Mass; Dr. Carl Vernlund, Harvard Medical School '15, Head Councilor; Lyon Carter, Yale '15; Glover E Howe, Mass. State College '13, Harvard Medical '18.

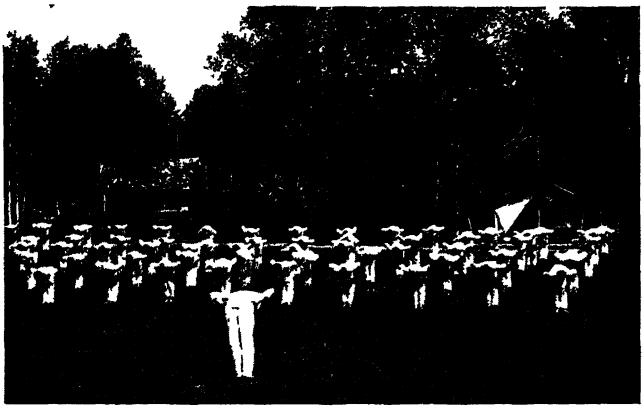
The councilors in the upper row include representatives from Harvard, Yale, Princeton, Dartmouth, and Massachusetts Institute of Technology.

The Camp is two miles from the village of Wolfeboro, on the shore of Winter Harbor, a sheltered bay of Lake Winnepesaukee. It is 113 miles from Boston by excellent motor roads.

The lodge contains an assembly room, 30 x 40 feet, a large stone fireplace, writing and game tables, with a library of boys' books, current magazines, and papers. In the annex are the kitchen, store room, refrigerating room, and a dark room for photography.

The dining pavilion has a hall, 30 x 62 feet, open on all sides, commanding a beautiful view of the lake. Above is a large room with benches for shop work, offices, and a store room.

The tents, 11 x 32 feet, are of heavy duck, with tight board floors, and are absolutely dry.



SETTING-UP DRILL AT WILDWOOD, 7 O'CLOCK EVERY MORNING

CAMP WILDWOOD, Kineo, Me.

SUMNER S. HOOPER, A.B. (Harvard), Director.

Real "camping out" in the Maine woods, with real trips, with real Maine guides.

Sandbar Point juts out into Moosehead Lake toward its neighbor, Sandbar Island. In this ideal location is the Camp, on an old abandoned farm of a hundred acres, crowning a gently sloping hill, which is in part covered with fir balsam, spruce, birch, and maple, while the western half is an open field where berries grow in abundance.

The main camp is a log bungalow containing a large assembly room with piano, organ, games, and library. There is also a spacious dining tent and a work shop completely equipped for manual training. The rest of the tents are pitched along the edge of the open field. Note in the illustration above how attractively they are placed.

The camp has the exclusive use of three hundred acres, including a twenty-acre field for all athletic sports The aquatic equipment comprises four motor boats, two four-oared shells, and twenty canoes. Every provision is made for camp sports.

All camp activities, Manual Training, Forestry, Woodcraft, Campcraft, Ornithology, Biology, Botany, Wireless, and Volunteer Life Saving are taught by experienced instructors with no additional expense. Tutoring arranged for those who wish.

The camp paper, "Frondes Silvestres," is printed weekly, by an editorial board, under the supervision of a councilor.

Thirty-five prizes are offered for those who excel or show improvement. For illustrated booklets, address Sumner S. Hooper, Morristown, N.J.



PHYSICAL CULTURE EXERCISE ON THE GREEN, 9 A.M.

MRS. L. H. HASSAN'S CAMP FOR LITTLE GIRLS,

Pasquaney Nature Club, Bristol, N.H.

The Camp is beautifully located amid pine-clad hills on Newfound Lake, the old name of which was Pasquaney.

Three hundred acres of woodland and meadow, with groves of birch, pine, and balsam, border a half mile of sandy beach along the lake.

From the broad and roomy veranda of the rustic Clubhouse we look over meadow and lake to the far-stretching mountains.

The veranda serves not only as a gymnasium but as an outdoor dining and sleeping porch. The entire lower floor is one large living room with a big fireplace. The dormitory is a large, sunny room.

Boating, Swimming, Canoeing, Basket-ball; Æsthetic, Folk, and Social Dancing; Arts and Crafts Jewelry-making; Mountain Climbing Trips; Walking Tours; and Excursions by Coach fill the busy hours

Mrs. Hassan's optimism, geniality, and motherly interest are all-pervading. She is assisted by a Corps of Specialists in all Camp Sports and Activities.

The table is the best the country can provide, and the Camp has its own herd of well-kept cows.

Those desiring tutoring will be provided with competent instructors.

Write for the camp circular with its illuminating pictures of camp life. Winter address, 851 West End Ave., N.Y. City. After June 1, Bristol, N.H.



A GROUP OF THE GIRLS AND COUNCILORS OF PINECROFT

CAMP PINECROFT, Bristol, N.H.

MRS. ALFRED W. CARR, Director.

A small private camp for girls in their teens, beautifully situated on the west shore of Newfound Lake One hundred acres of pine, spruce, hemlock, and beech woodland, with level fields near the camp for sports. On the crest of land in a pine grove and within two hundred feet of a long sandy beach is the Bungalow, with open fireplace and broad covered piazza

Sleeping accommodations are in tents having board floors, located in the pine grove near the Bungalow Each girl has a separate dressing-room in a wooden building near the tents.

The entire equipment of tents, boats, canoes, and apparatus is of the best. The water is from driven wells under inspection by State Board of Health.

The Councilors are graduates of Radcliffe and the Sargent School of Physical Culture. Rowing, Canoeing, Dancing, Baseball, Ethics, Tutoring, Camping Trips, Mountain Climbing. "The Pine Cone" is the camp paper.

Instruction is given in water color sketching, basketry, and various forms of manual training. A brief period is set aside each morning for study.

Season of 1915, June 26 to August 28. Nine weeks, $200. Write Mrs. Carr, 326 Bay State Rd., Boston, or telephone Brookline 901, for appointment.



6.30 A.M. SIX DAYS IN THE WEEK AT CAMP ALGONQUIN
MR. DEMERITTE LEADING IN "SETTING-UP."
NOTE THE CHEST EXPANSION

CAMP ALGONQUIN, Asquam Lake, N.H.

EDWIN DEMERITTE, Director for 29 years.

A thousand boys have known the delights of Algonquin. The site is an eighteen-acre peninsula extending into the lake, wooded to the water's edge. The permanent equipment includes ten buildings, two dormitories with separate dressing-rooms, spacious assembly hall, and dining room.

Swimming, Canoeing, Tennis, Baseball, Camping Trips, Rifle Practice, under efficient supervision. Nature Study is emphasized in all its phases.

MR. DEMERITTE'S SCHOOL FOR BOYS, 815 Boylston Street, Boston, Mass.

A Day School for Boys of Greater Boston, offering a Seven-year Course. Preparation for all colleges, Massachusetts Institute of Technology, and West Point.

In the past ten years boys have been prepared by this school for Harvard, Yale, M. I. T., Boston University, Dartmouth, Amherst, Williams, University of Pennsylvania, Haverford, and many state universities in the West.

Small classes; individual attention; experienced teachers who give time and resource to their students: these are some of the means by which Mr. DeMeritte aims to develop efficiency, self-reliance,—MEN.

Write for the school circular and camp booklet.



THE SWIMMING HOUR AT MOOSWA

CAMP MOOSWA, Lake Annis, N.S.

MR. GEORGE H. CAIN, Director,
12 Goden St., Belmont, Mass.

A Summer of Supervised Recreation in Canada, on Lak Annis, eighteen miles from Yarmouth The climate is cool an bracing and the temperature is never above 85 at noon.

Here is a remarkable combination of training in the ways c the Woods and Camp Life under a foreign flag in a countr replete with historic and literary interest identified with ou own Colonial times

There is plenty of Boyish Fun and abundance of Good Time Physical Training, Practice and Training in Angling, Rif Practice, safely supervised, Trout-fishing, together with Bas ball, Swimming, Hikes, Canoe Building, and Canoe Trips, a among the activities.

The Main Camp is large and well appointed with tents an cabins in the surrounding woods. This affords the comforts of home, with a moderate amount of "roughing it."

Medals are awarded for excellence in Swimming, Photo raphy, Care of Tent, Chess, Angling, Tennis, Taxidermy.

A seventeen-hour voyage by ocean steamer, and one mo hour of travel ashore, takes you from Boston to the Cam Round-trip ticket from Boston to Camp, $10. For boys und twelve, $5.

Season opens June 30 and closes September 1. Inclusiv expense for nine weeks, $150.

Until June 25, write or telephone George H. Cain, 12 Gode St., Belmont, Mass. Telephone: Belmont 122-1. After Jun 25, Camp Mooswa, Lake Annis, Nova Scotia.



ON A HIKE, RESTING ON A LOG OVER THE CHOCONUT

CAMP CHOCONUT,

Friendsville, Susquehanna County, Pa.

MRS. GEORGE L. WINLOCK, Director,
41 Bowdoin St., Cambridge, Mass.

Choconut, The Crooked Creek, is among the hills of northern Pennsylvania, north of the Blue Ridge Mountains in a country dotted with lakes.

The Camp is on a hill overlooking one of these beautiful lakes, at an elevation of 1,800 feet. The countryside is thickly wooded. The average July temperature of the region is the same as northern New England.

The boys have the run of a farm of six hundred acres. They live out of doors, taking camping trips to the various lakes round about. On the trips they live in tents, but in camp in substantial shacks. A long canoe trip down the Susquehanna is arranged for the older boys.

The council is composed of men of college education, who live with the boys and have constant care and oversight of them. The younger boys have the additional care of young ladies. A physician and a trained nurse are in residence at the camp.

The object of the Camp is to give the boys valuable training in out-of-door life, to bring out their manliness and sense of responsibility, and while each boy is studied and assisted by the councilors yet he is also taught independence and mental helpfulness.

Further information will be furnished on application to Mrs. George S. Winlock, 41 Bowdoin St., Cambridge, Mass., after June 28, Friendsville, Pa.; or Rev. Roland J. Mulford, Ph.D., Head Master Ridgefield School, Ridgefield, Conn.



THE CANOE LANDING ON THE SHORE OF LAKE MOREY. ABOVE, OVERLOOKING THE LAKE, IS THE "HALLE" OR ASSEMBLY HALL

THE ALOHA CAMPS, Fairlee, Vt.

MR. and MRS. EDWARD L. GULICK, Brookline, Mass.

ALOHA CAMP, Fairlee, Vt., is for girls of from twelve to eighteen, and is under the direct supervision of Mr and Mrs. Gulick.

ALOHA CLUB, Pike, N.H , for older girls of sixteen and upward, is about fifteen miles from the Camp and near the base of Mt. Moosilauke.

ALOHA HIVE, Ely, Vt., is for younger girls from eight to thirteen. It opens for the first time in 1915 with new and beautiful equipment. The girls have individual care and affectionate mothering. Their activities are adapted to their age; and pets—puppies, kittens, rabbits, and lambs—are provided.

The camp spirit is the great feature at Aloha. The atmosphere is the result of its personnel—administrators, councilors, and the girls themselves.

The activities are many and varied. Some contribute to pure fun, others are educational as well as pleasurable. The mastery of an artistic handicraft taught by enthusiastic experts develops both efficiency and taste.

"The Kanaka," a handsome volume of two hundred pages bound in leather, signalizes the completion of ten years of Aloha history. Numerous illustrations represent all the camp activities. It will be sent on receipt of $2, or a copy will be lent to those contemplating membership, on receipt of postage.

Mr. Gulick may be called upon for a stereopticon address on Activities at a Camp for Girls—$25 and expenses. Address: October 1 to June 1, Brookline, Mass. Summer, Fairlee, Vt.



BASKET-BALL IS A FAVORITE SPORT

EDEN, A CAMP FOR GIRLS, Harrison, Me.

F. M. GRACEY, Proprietor and Manager.
CLARA DREW, Director.

Purposely limited to fifteen girls Branch of the Camp Fire Girls. Singing a feature. Athletic field. Water sports. Sandy beach. Half mile of shore on Long Lake. For booklet address the Director, Syracuse University, N.Y.

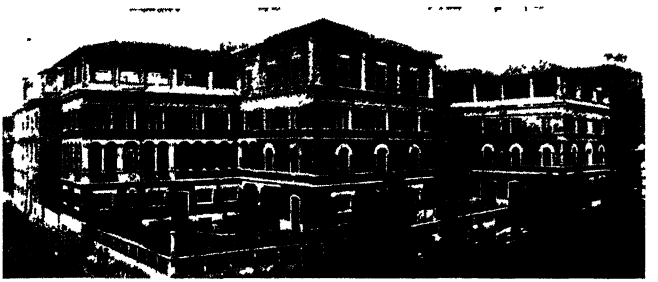
MRS. EDITH COOPER HARTMAN'S TWENTIETH CENTURY CLASSES, 798 West End Ave., New York City.

Mrs. Hartman announces that her European Travel Classes will be resumed after the restoration of peace in Europe,—probably in 1916–17.

Meanwhile, for the season of 1915–16, Mrs. Hartman will continue the educational work which has proved its value during the past year, opening her home, from October to May, to a class of eight girls over eighteen years of age, who desire a transition year between the formal school room and fuller social responsibilities.

French and German are in constant spoken use in the family. Into the daily life of the students is brought all that the city has to offer in music, art, and lectures on vital questions of the day by the greatest authorities of all countries who are making New York a clearing-house of opinion. Such an environment is a paying investment for the worth-while girl.

For detailed information apply to the Secretary, Mrs. Rewbena K. Statton, Hotel Vermont, Burlington, Vt.



THE WHOLE SECOND FLOOR OF THIS BUILDING IS OCCUPIED BY THE SCHOOL

THE MISSES STONE'S SCHOOL FOR GIRLS, Via Toscana, Rome, Italy.

MISS ISABELLE STONE, A.B., Ph.D.
MISS HARRIET STONE, A.B., M.S.

The School is located in the Ludovisi quarter, the highest and most beautiful residential part of Rome. It is within two minutes' walk of the Villa Borghese Gardens.

The house is modern and is equipped with steam heat, electric lights, and elevator service.

Thorough instruction is given in French and Italian, in History and the History of Art, and in English, French, and Italian Literature. Opportunity is offered to study music or art under teachers of well-established reputation.

The class-room work in history and in the history of art is supplemented by weekly visits to historic sites and to the art galleries in company with the instructor.

The pupils are given every opportunity to speak French and Italian. The language teachers accompany the young ladies on their promenades and excursions, and no English is permitted at such times.

Opportunities are offered to study music under the greatest masters, to attend the opera, orchestral concerts, and the theater.

Three trips are offered in connection with the school year. (1) Gibraltar, Granada, and the Alhambra, Naples, Capri, Sorrento, Amalfi. (2) Sicily or Greece. (3) Florence and the hill towns of Umbria.

For further information address The Misses Stone, care of The Women's University Club, 106 East 52d St., N.Y. City.



THE SCHOOL GROUP BEFORE THE SPHINX, STARTING ON A TEN-MILE CAMEL RIDE TO SAKKARAH

MR. SARGENT'S TRAVEL SCHOOL FOR BOYS.

PORTER E. SARGENT, A.M., Harvard, Director.
EDGAR W. ANTHONY, JR., A.B., Harvard, Manager.
WALTER W. COOK, A.B., Harvard, Head Master.

Since 1904 the School has spent each year alternately in Europe or Round the World, travelling a distance of over two hundred thousand miles without mishap.

In EUROPE, England, France, Belgium, Holland, Germany, Austria, Switzerland, Spain, Italy, Greece, Turkey; and on the ROUND the WORLD trip, Morocco, Algeria, Tunisia, Egypt, India, Ceylon, Burma, Java, the Straits Settlements, China and Japan have been visited and studied.

School Work has been continued almost daily. The multiplicity of interests utilize the boy's whole time and energy to educational advantage. Each boy has kept a daily journal, and a number of these have been of sufficient interest to be published.

More than one hundred and twenty boys have enjoyed all these advantages while continuing their school work in preparation for college or business. Many have taken the two-year course,—both Europe and Round the World.

The School has demonstrated repeatedly that a boy may benefit by all these advantages and at the same time, with individual instruction and enhanced interest, be prepared for college examinations in from four to eight subjects.

Interrupted by the European War, the School will be resumed after the restoration of peace, with a year's tour of Europe.

For Illustrated Booklets, copies of the "Cosmopolite," the school paper, etc., address 50 Congress St., Boston, Mass.

Sargent's Handbook Series

A Handbook of

AMERICAN

COLLEGES AND UNIVERSITIES

(*In preparation*)

A Discriminating Review of the Colleges and Universities of the United States and Canada, their History, Traditions, Personnel, and the particular Service each has performed for its community or for the nation.

Introductory chapters on the Historical Development of the College in America, the Function of the University, the Choice of a College, the Development of the Summer School, etc.

The older and more important universities are treated at some length, while the smaller colleges are more briefly considered. Separate chapters deal with the Schools of Law, Medicine, Engineering, Architecture, Forestry, Theology, etc., and the University Summer Schools.

The Comparative Tables bring together the more important statistics and characteristics which are of most significance, such as Date of Establishment, Income, Endowment, Attendance, Alumni, Tuition, etc.

Appendices also include a Bibliography, a List of Academic and Scientific Associations, and Directories of value to College Authorities.

This Handbook will be both a Directory and a Year-book, giving in one volume condensed and up-to-date information of institutions for higher education. As such it will be of value to Educators. It will also be a Guide-book of assistance to Schools and all planning for a College Course.

Cut here, fill out, and return.

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*Date*_____1915.

Porter E. Sargent, 50 Congress St., Boston, Mass.

The undersigned will be interested to receive a descriptive circular of A Handbook of American Colleges and Universities.

Name _____

*Address*_____

Sargent's Handbook Series

A Handbook of

NEW ENGLAND

(*Ready in the Spring of* 1916)

A Handbook of

THE MIDDLE STATES

(*In preparation*)

THESE HANDBOOKS, uniform in style and plan, aim to provide reliable, up-to-date information of human interest for Visitors, Tourists, and Residents The arrangement follows the chief automobile routes of travel.

City, Town, and Countryside with all their prominent features and points of interest are described The Scenery, the Historic Sites and Houses, the Parks and Monuments, and the more significant Industries, Educational Institutions, and Public Works, are brought to the reader's attention clearly, yet briefly.

Anecdotes and particulars of the distinguished characters are given, together with quotations and references from many authors of the past and present.

Introductory Chapters treat of the Agriculture, Manufactures, History, Geography, Geology, Scenery, Architecture, Flora, etc., characteristic of each region.

The Appendices include a Bibliography, Selections from Documents, Charters, etc., Poems, and Citations from General Literature of immediate local interest.

The Directories give systematically arranged lists of Hotels, Garages, Railroad and Steamship Information, Schools and Summer Camps, and other information of value.

The material for these Handbooks has been brought together with the co-operation of Local Authorities, Chambers of Commerce, Historical Societies, and others.

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